

## ADVISORY BOARD

- F. C. BORGESON,  
*Professor of Education,  
New York University*
- K. J. CLARK,  
*Principal of Murphy High  
School, Mobile, Ala.*
- EDGAR M. DRAPER,  
*Associate Professor of Education,  
University of Washington*
- ELI C. FOSTER,  
*Principal of Central High  
School, Tulsa*
- ELBERT K. FRETWELL,  
*Professor of Education,  
Columbia University*
- SHIRLEY A. HAMRIN,  
*Assoc. Professor of Education,  
Northwestern University,  
Evanston, Illinois*
- GERTRUDE JONES,  
*Lincoln High School,  
Lincoln*
- RIVERDA H. JORDAN,  
*Professor of Education,  
Cornell University*
- MARIE R. MESSER,  
*South High School,  
Pittsburgh, Penna.*
- HAROLD D. MEYER,  
*Professor of Sociology,  
University of North Carolina*
- MERLE PRUNTY,  
*Stephens College,  
Columbia, Missouri*
- N. ROBERT RINGDAHL,  
*Principal of Corcoran School,  
Minneapolis*
- JOSEPH ROEMER,  
*Dean, Experimental Junior  
College, George Peabody  
College for Teachers*
- JOHN RUFI,  
*Professor of Secondary  
Education, University of  
Missouri*
- PAUL W. TERRY,  
*Head of Department of  
Psychology, University of  
Alabama*
- ELMER H. WILDS,  
*Professor of Secondary  
Education, Western State  
Teachers College, Kalamazoo*
- CLARENCE O. WILLIAMS,  
*Assistant Director, Teacher  
Education and Certification,  
Pennsylvania State College*

# School Activities

HARRY C. MCKOWN, Editor

C. R. VAN NICE, Managing Editor

ROBERT G. GROSS, Business Manager

VOL. X, NO. 8

APRIL, 1939

## CONTENTS

Leisure Time Guidance in the Chicago Public High Schools .....	331
Citizenship and the School .....	332
Some Student Council Projects in the Larger School .....	335
The Robot College .....	337
A Gardening Project Grows Up .....	339
Students Take Part in Community Hobby Fair .....	341
Boxing as a School Sport .....	343
That School Letter .....	344
An Oriental Style Show Becomes a Lesson in Democracy .....	345
Have You Read These? .....	348
News Notes and Comments .....	349
How We Do It .....	352
Stunts and Program Material .....	357
Parties for the Season .....	364
New Helps in the Field of School Activities .....	368
Comedy Cues .....	368

Published Monthly from September to May by  
**SCHOOL ACTIVITIES PUBLISHING COMPANY**  
1515 Lane Street, Topeka, Kansas

SINGLE COPIES 25 CENTS

\$2.00 PER YEAR

Entered as second class matter, December 1, 1930, at  
the postoffice at Topeka, Kansas, under the Act of March  
31, 1879. All rights reserved by School Activities Publish-  
ing Company. Entire Contents Copyright 1939.

## As the Editor Sees It

The University Interscholastic League of Texas, the largest and most highly organized league in the country, through a referendum recently voted (1) against football practice from the close of the Spring training period to September 1, and equipment being issued during this period; (2) against post-season games, except play-offs; and (3) to limit Spring football practice to one calendar month. Progress!

This is the open season on salesmen of class jewelry, yearbook engravings and covers, correspondence courses, and other more or less non-essentials, who, usually (and naturally) would rather deal with students than with teachers and principals. Hence—

According to the national student poll of the opinions of 125,000 students (*American Observer* for February 27, 1939), 55 per cent reported that it did not exist in their schools but 91 per cent favored "student government." Another startling response that should cause educators to think, was the answer to the question, "Does your school work help you to enjoy life?" The answer? No—90.9 per cent.

A great hullabaloo is being made these days about anti-propaganda education. Fine business, but the proper place to begin is right in our own front yard, not in someone else's.

Sounds like the assembly is coming into its own. Listen to this: The Board of Education of New York City recently adopted a formal resolution "That in every public school in the city of New York, assemblies be devoted to the promulgation of American ideals of democracy, tolerance, and freedom for all men . . . and that these assemblies represent the contributions of all races and nationalities in such a way as to develop esteem, respect, good will, and

tolerance . . . and that the superintendent shall so instruct the principals and require official reports by them of such assemblies."

The Illinois High School Athletic Association recently unanimously adopted the rule requiring a physical examination of all high school athletes. Obviously this regulation should be nationwide. And it should be enforced.

Here's an idea for your Easter season. For the past three years the Lincoln Junior High School of Minneapolis has held joint Christmas-Hanukkah and Easter-Passover celebrations in which Protestant, Catholic, and Jewish clergymen participated. "Co-operation and appreciation—a step beyond toleration," is the slogan of these educational occasions.

And here's one for almost any time. In the Bell House School, Knoxville, Tennessee, the pupils from the third through the sixth grades, utilizing real equipment (a phone and directory on every desk and a toll telephone and amplifier on the teacher's desk) borrowed from the telephone company, are taught telephone usage and good manners. They take turns in conversing while the other members of the class watch, listen, and comment and criticize. Whether it's curricular or extra-curricular doesn't matter; it's educative.

Had any first-hand experience, that others could profit from, with student strikes, and student-salesman relations? If so, let's hear from you.

Whether you are or are not connected with a secondary school, your pupils are or will be, and therefore you'll find "Offerings and Registrations in High School Subjects, 1933-34," Bulletin No. 6, 1938, United States Office of Education (price, fifteen cents), a most interesting and relevant document on curricular trends.

# Leisure Time Guidance in the Chicago Public High Schools

WILLIAM H. JOHNSON  
*Superintendent of Schools,  
Chicago, Illinois*

IN THE past, the purpose of leisure time activities was to re-create the individual that he might have new energies for his work when he returned to it. In the new guidance for leisure in the Chicago public high schools, the emphasis is upon the rounding-out of the personality of the individual in order that his life, after school is over, may be satisfactory. Enforced leisure and the inability of citizens to cope with it, is perhaps our saddest commentary on modern day conditions. The Chicago public high schools have accepted the challenge. Revised curricula offer definite opportunities in which the student is trained in the four major areas of worthy use of leisure time—recreation, appreciation, creation, and service.

The great majority of people use any available leisure time for recreational activities chiefly because this particular type of action affords escape from the daily round of things. In view of that fact, administrators in the high schools of Chicago have planned a program rich in athletics, particularly from a health standpoint. In preparing the high school student for effective use of leisure time, it is as important that he understand the game as it is that he participate in it. In later life, more people become spectators of football and other games than take part in them. This is especially true of those with minor handicaps which forbid their entering sports of any kind. Attendance at all types of popular games proves that adults spend most of their leisure time that way. The school fulfills its civic duty when it trains students along that line, but the school does not hold with those who say that such use of leisure is of the greatest value in the rounding-out of the individual personality. True, any future plan for leisure should include an abiding interest in sports, but not to the exclusion of all else. Sports are part of the picture, to be sure, but only part.

Most high schools in Chicago plan for a social hour once a week. The dance is held in the school gym, and the music is furnished by the school orchestra. Since most young people enjoy dancing and spend much of their leisure that way, here certainly is a direct opportunity to teach the manners and courtesies to be observed on such occasions. The Chicago Board of Education has gone further in its efforts to train high school people for

effective use of leisure time. Eighteen high schools are open every Friday night as dance centers. These dances are chaperoned by high school teachers, and lessons in ballroom dancing are given by a qualified instructor. The fact that each Friday night overflow crowds are reported by almost every one of the eighteen schools proves, beyond a doubt, that high school students will leave cheap dance halls when something better is offered. Sponsors of the project feel well repaid in the splendid degree of socialization which takes place at these Friday night affairs.

Special interest clubs are part of the extra-curricular activities in the high schools of Chicago. One reported seventy clubs during a single semester. With that degree of variety, every student can easily find himself in the interests of one of the clubs. If he is interested in French, he may join the French Club and learn French songs and customs. If he is interested in acting, there is the Dramatics Club. It is the hope of administrators throughout the city, that interests evidenced and cultivated at high school will carry over into later life.

Movies, both educational and recreational, are brought into the school in an effort to guide students in their choice of what pictures to see during their spare time. A student cannot judge movies if he has only seen one type of story portrayed, any more than he may be a judge of books if he has only read pirate stories. In an attempt to broaden the screen horizon of high school students, the schools provide movies on how coal is mined, how oil is taken from the ground, and other educational subjects. Besides that, films that are purely recreational, but which have character appeal for high school people, help to prepare the student to be a competent judge of movies in the future.

Radio probably consumes more of the adult's leisure time than does any other form of recreation. The Chicago high schools have made radio a definite part of their educational program. Since every student spends much of his out-of-school time curled up in some chair listening to the radio, it is the duty of the school to acquaint him with the best that the air waves offer. The Chicago Board of Education maintains a central Radio Education Council under the direction of

*(Continued on page 350)*

# Citizenship and the School

**W**HAT next? Where do we go from here?

The breadwinners of eight million families cannot find honest, much less respect-inspiring employment. Thirty million people, more than the entire population of Italy, are economic pariahs. Four million youths between 16 and 24 are neither in school nor at work. Another million and a half or so are in school because there is no place else to go. Half of the entire population of 130 million receive little or no medical service or care. Officials and members of boards of directors of all sorts of business organizations use their offices to divert the profits of their companies from consumers, stockholders, and employees. Saving for old age is beset with numerous and serious dangers.

Misery and government relief are exploited by politicians and political machines. Police, mayors, city managers and even judges, selected and sworn to enforce the law and protect citizens, maintain illicit relationships with gangsters, contracting companies, and other types of lawbreakers, furnishing protection from the law and exploiting the public and public funds. Cabinet officers, prominent figures in the nation's most influential circles resign—caught red-handed in swindle and embezzlement. Representatives and Senators vote squarely against justice and the interests of their constituents in order to insure support in coming campaigns by newspapers and corporations. Lawyer members of state legislatures receive retainer's fees from corporations which are heavily interested in obtaining and preventing legislation, for "services" presumably not associated with legislative duties. Building codes are often enforced only against those who don't "come across."

In some localities teachers are required to contribute to campaign funds. College professors lose promotions and sometimes their positions for teaching truths or for discussing problems contrary to the wishes of those from whom large gifts to colleges are likely to come. Principals and superintendents without tenure and at the mercy of influential individuals and groups, become servile puppets exerting their authority to see that teachers are "practical" and "diplomatic."

Free speech is suppressed by dictators who shout "down with all isms but Americanism." Men mouthing mottoes such as "Our great American Constitution" and "Our forefathers who gave this great nation birth" violate the rights guaranteed under the constitution and

**HARL R. DOUGLASS**

*Kenan Professor of Secondary Education  
and Chairman of the Division of Teacher  
Training, University of North Carolina*

the principles for which the "forefathers" stood. Senatorial investigating committees make a farce of their work in their efforts to discredit their political enemies, serve vested interests or to gain support for their own political ambitions. Free assemblage of the people is denied by local governmental authorities and assaulted by patriotic organizations in the name of Americanism. Federal interference in the protection of Negroes from mobs composed of the scum of human kind bent on savage torture of often guiltless victims is denied, but the huge sums and the government's best efforts are expended to stay the kidnapper's hand from the children of the rich.

War steadily becomes more frightful, extending its physical as well as its mental horribleness to civilians—aged men, women and innocent children—more suicidal and likewise apparently more inevitable. The actual conditions and influences leading to the entry of the United States into the World War in 1917 have been made a matter of record in hearings of the "ye committee" in the United States Senate in 1936 and 1937, but these things are not taught to oncoming generations. At this moment the way is being paved by systematic hate inspiring campaigns of propaganda to insure the prompt entry of the United States in the prospective war between the so-called "democracies" and the "fascist" countries.

Men and women inspired by sincere love of justice, of democracy, and of the ideals for which America is supposed to stand are silenced, struck down, ostracized by ignorant American people, who are herded like packs of wolves by cunning demagogues who wish not to achieve democracy and "Americanism," but with pious hypocrisy to defeat them and to destroy those who oppose them. Charges of socialistic, communistic, un-American behavior—blows struck below the belt—deal telling effects in the minds of a generation of Americans so poorly versed in "Americanism." Candidates for high public office use such cheap trickery as a springboard from which to launch their private ambitions and campaigns for higher offices.

Political campaigns are rarely won or even waged on the merits of the issues. At election



times, voters appear more like rabble, impatient with logical discussions of issues but hungry for entertainment, for name-calling, for sarcasm, fun-poking, jibing, and demagogic oratory. In their excitement and fever they crave action—primitive, savage, colorful—not reason or logic. They not only are willing but insist upon selling their birth-right for a mess of pottage—a few weeks of blissfully ignorant, nervous excitement.

What an indictment of democracy! Yet it is only too true and but a part of the story of inefficiency, selfishness, ignorance, greed, lack of patriotism, character, and civic intelligence. How could such a condition develop, continue to exist, and even grow worse in the world's greatest Christian democracy? Is it a matter of schooling? We are by far the most schooled people on the face of the earth. Is it a matter of religion? These conditions are as bad as anywhere else in the "Bible Belt" sections of the country. Is it a matter of lack of information? In no other time or country has a people been more overwhelmed with factual information, popularly written. It should be apparent that the forms of democratic government, universal education to the age of 16, the fact that the large majority of the population are avowed Christians, at least technically, and the fact that the people are enveloped in sources of information if not actually possessed of it, do not necessarily, and have not in fact in this country, resulted either in democracy or in the possession of high character on the part of the large majority of citizens.

This status, these trends, these conditions were not brought about by the schools we attend, support, and worship. Yet the schools cannot logically divest themselves of responsibility. Of great importance for improving citizenship and character in any form of society and government, it is a peculiar and important responsibility of the schools in a democracy to educate future citizens who possess the qualities, character, ideals, information, and interests that insure the effective operation of democracy.

Historically the schools have a peculiar importance in this respect. All through the nineteenth century the battle for free tax-supported schools was fought bitterly and doubtfully. Practically every great statesman as well as every previous President but one, has somewhere in an important paper or address declared that public education was necessary for the successful operation of democracy.

Quotations from Presidents on education follow:

"Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure

of a government gives force to public opinion it is essential that public opinion should be enlightened."—George Washington.

"Laws for the liberal education of youth are so extremely wise and useful that, to a humane and generous mind, no expense for this purpose would be thought extravagant."—John Adams.

"Above all things, I hope the education of the common people will be attended to; convinced that on this good sense we may rely with the most security for the preservation of a due degree of liberty."—Thomas Jefferson.

"The members of society in every district must possess that knowledge necessary to qualify them to discharge with credit and effect those great duties of citizens on which free government rests."—James Monroe.

"The theory of the state in furnishing more and better schools is that it fits us to perform better our duties as citizens."—Grover Cleveland.

The proponents of public schools won out but they probably couldn't have done it on a platform which promised the kinds of schools and school philosophy we have today. They couldn't have justified taxing one man for the education of the children of other men if that education were intended and constructed largely for the purpose of preparing for college, training the mind, developing an aristocratic brand of non-functional "culture," or training to make money. The battle was won almost completely on the promise that the schools would develop citizens who could and would discharge their responsibilities as voters and leaders.

How far the schools have wandered from the paths that lead towards that goal! The mistakes made have been of several varieties. It is illuminating to classify the types of confusion.

First of all, we have tended to confuse education with the acquisition of facts. Good citizenship as well as all morality is made up of three elements—the will to do right, the knowledge of what is right, and skill in and habit of making the morally preferred response. The first and last of these do not necessarily follow from the knowledge of what is right. Indeed, investigations indicate that there is very little relationship.

Although this truth is obvious, schools have been obsessed with the mania of teaching facts and what were thought to be facts. Facts have been easy to teach and easy to measure, as well as easy to forget. Growth in ideals, character or interests is almost imperceptible and very difficult to test. Although the development of the ideals and interests and attitudes characteristic of a good

citizen, are among the objectives in the teaching of English, of history, in fact of all subjects, teachers have almost completely lost sight of them and have failed to make anything but perfunctory efforts towards development along these lines.

Among the reasons for this disproportionate emphasis, four should be mentioned. In the first place, it is much more difficult—it requires much more skill and personality to develop character than to supervise the learning of textbook information. Secondly, teachers have attempted to achieve academic respectability by a shortcut—by paying homage only to the intellectual. Thirdly, departmental assignments of subject matter to teachers has tended to focus the attention and efforts of teachers upon leading pupils through subjects rather than upon child growth. Lastly, the tendency to rate teachers and schools upon the basis of scores made by their pupils in objective tests, which measure almost exclusively subject matter information and skills, has exerted a tremendous pressure upon teachers to neglect all else in an effort to make a good showing on the tests.

Almost as damaging to the cause of civic and character development, maybe worse, has been the unfortunate tendency to motivate school work by appeal to individualistic motives, and thereby to nourish selfishness and conceit, to strengthen the naturally powerful instincts of competitiveness and to encourage the tendency to become self-centered. In the effort to speed up "learning" teachers resort to contests of all varieties—distinctions, failing lists, colored stars, badges, buttons, monograms, prizes and numerous other interest stimulating devices. None of these tend to develop the spirit of "I am my brother's keeper" but actually to stunt and starve whatever tender sprouts in that direction may have been developed in the church, in the home, or elsewhere. Group effort and responsibility, concern by the strong for the weak, mutual helpfulness, all fall before the primitive urges of combat and acquisitiveness, stimulated and grown strong by daily nurture in the schools.

Even the teaching of information most useful for effective citizenship is done only in a limited way in the schools. Teachers are almost as innocent of the facts of "life" as are those whom they are preparing for life. Even were they not, powerful forces, groups, and individuals, constantly strive to throttle the school, to prevent children and youth from becoming acquainted with the extent and the means by which democracy has been frustrated by un-American men and methods, motivated by un-American, undemocratic, and unchristian considerations and principles.

Not until teachers and administrators are secure in their tenure from these powerful influences, not until parents and true patriots insist upon the freedom of the schools to teach and to study anything that future citizens should know about, not until teachers are better educated in such matters themselves and keep constantly better informed, may we expect the schools to make the contribution to citizenship and character which they were intended to do. Not even then will they do so unless by some miracle they can be put back on the track facing the objectives of citizenship in terms of pupil growth. The indications are that large numbers of them will continue to perform in a manner so aptly characterized by someone's definition of "fanatics"—"individuals who when they lose sight of their objectives redouble their efforts."

## Vitalized Eighth Grade Promotion Program

M. HATFIELD

*Teacher, Elementary School,  
Bluffs, Illinois*

Eighth grade promotion season marks an impressionable time in the lives of boys and girls, the adolescent age, the age when much intelligent guidance is needed.

The emphasis of a vitalized commencement program is upon the student, but at the same time such a program offers an excellent opportunity for effective educational interpretation of the school to the community. Either of these factors will justify a digression from the traditional speaker type of program, which has often proved to be uninteresting and of very little educational value to the elementary school student.

If the program for promotion day is to be one of greatest value to the child, an educational experience for him, then he must be the actor, both in planning and presenting the program. The school is for the child, and so why not let him tell "how he plans to make himself a good citizen," or "what he is going to expect in high school," or perhaps describe "the progress of education in the grade school"? This will be quite appropriate and worth-while in our broad view of educating the whole child, and most interesting to his listeners.

Here is how one school carried out a vitalized eighth grade promotion program.

The president appointed the following committees.

(Continued on page 342)

# Some Student Council Projects in the Larger School

LOUISE BARTHOLD

Dean of Girls, Central High School,  
St. Joseph, Missouri

FORM of student governing associations in high schools may vary with the size of the school. However, the objectives to be accomplished are the same and are founded on the theory and philosophy of education that supports student participation in school control as valid, sound, and desirable.

According to that philosophy, the activities of a student governing body elected by the students will probably classify themselves into two categories. One group of activities will be in the subjective field in which an attempt will be made to influence and develop student opinion by molding group consciousness. Here will be found the activities which seek to raise the level of conduct and thinking of the student body and which will contribute directly to character education. Some activities of this description are: developing a good safety program, writing a code of good sportsmanship, building up school loyalty and school spirit, producing a good citizenship program, planning a new program for Hallowe'en, and eliminating class fights.

The other field of endeavor is objective and consists of material contributions to the school. This field is probably more popular with the students, for in it the results of their efforts are more obvious. In this field will be activities which center around buying equipment such as movie machines or uniforms for the band and pep club, operating a book exchange or a lost and found, selling activity tickets, planning a vocational guidance clinic, sponsoring a carnival night, or publishing a hand-book.

With that in mind, it is fitting to mention a few guiding principles to govern the choice of activities for a council in the larger high school. In the first place, the program should include some activities that are objective in nature and some that are subjective or that are both objective and subjective at the same time. In addition, the activities agreed upon should be in accord with the best educational philosophy and procedure. They should be based upon a real and certain interest of the students and must never be mere busy work for the council to relieve the administration of insignificant or tiresome details. They should in every way teach citizenship and thus train for democracy. In the words of Lillian K. Wyman, "The school which carries on a successful student government, is ful-

filling the most fundamental purpose of its existence. It is living demonstration of democracy."<sup>1</sup>

Interest may center now around some projects that have been successfully carried out by high school councils in the larger schools. Of the many projects that councils engage in with success, time will permit me to mention only a few. Most schools feel that they profit materially by the council's planning and supervising all school elections, which will include nomination by petition, regulation of campaigning, examination of qualifications of candidates, conduct of the election, and the installation of successful candidates before the student body in a service that is impressive for the participants and for the student body as well. Sample installation programs may be had from Hickman High School in Columbia or Central High School in St. Joseph.

Another field of endeavor is rendering service. This will include the operation of a book exchange to provide a centralized agency for the purchase and sale of used books, to reduce text-book costs for students, and to provide a source of revenue for the activities of the council. Maintaining a Lost and Found Department is a service to the students, the faculty, and the office.

Acquainting first year students with the program of the school, its activities, ideals, honors, traditions, and procedure through an orientation program should be provided by the council. This program may include several features such as a tea honoring new students and an orientation course conducted in the home rooms or in the class meetings. Another service is to patrol the halls during the passing of classes, to regulate traffic, to prevent cutting or loitering during classes, to meet guests, to speed up service during lunch periods, and to provide noon-hour activities such as movies, community singing, amateur programs, ball-room dancing, and games. Other chances to serve may be found in acting as guides at school functions, promoting school spirit by pep meetings and pep clubs, selling favors, conducting Color Day, sponsoring activity ticket sales, supervising assembly order, assisting in student campaigns

<sup>1</sup> Wyman, Lillian K., "Character and Citizenship through Student Government."



such as Know-Your Neighbor Week, Smile Week, Safety, Fire Prevention, etc.; by providing a point system to limit participation in school activities and by encouraging high scholarship and regular attendance through giving recognition for improvement.

Other activities that may be engaged in with satisfaction are: chartering clubs; conducting a leadership institute for training leaders in the school; planning and supervising the social program, including dances and mixers; planning teas for new students, for faculty, or for parents; entertaining visiting teams; publishing a hand-book; supplying some physical needs of the school such as an electric score board, movie machine, or shrubbery; organizing honor or student-governed study halls; organizing fire drills; promoting manners and conduct in the halls, in assembly, in the cafeteria, in the classrooms, and on the street; impeaching and disciplining officers and members; and disciplining members of the student body on occasions of disloyalty and poor school spirit.

Such might be a general program, and details of these activities may be had by writing any schools mentioned or any others where councils are active. The best source of information is the school that is engaging in a full and varied program of council activity. Another good source of suggestion is attendance at a Student Council Conference where student representatives and faculty members gather to discuss their mutual problems and to exchange ideas. Some district meetings are held throughout the states. Any high school is invited to become a member of the Federation of Student Councils of the Central States, which held its eleventh annual meeting last month in Coffeyville, Kansas, and which will meet next year in Ponca City, Oklahoma. It is an organization started in 1928 by Central High School in St. Joseph, the purpose being to find out what other schools were doing to win approval among the faculty and among the students. It still persists and has grown from a small local group of eleven Northwest Missouri schools to a group of some forty schools sending representatives numbering about 300, along with faculty sponsors who find the meeting a veritable spring for exchange of ideas and suggestions.

Besides attendance at such meetings the use of publications like *School Activities* and *Student Life*, the latter published by the National Education Association, is valuable. They are replete with practical suggestions from real situations present in the schools of the country. Certainly it behooves each of us to be alert to what others are doing successfully in the field of activities for the council and to share in the free exchange of ideas.

## Indiana's Sunshine Society

ELSA ROPP

Principal, Milan Public Schools,  
Milan, Indiana

Indiana high schools foster an organization for girls known as the Sunshine Society. It was founded at Crawfordsville, Indiana, in 1901 by one of the teachers there. There are more than 200 chapters at the present time, 15,000 members. All high school girls are eligible to membership.

The purpose of the Society is cheery helpfulness. The rays of the sun in the emblem bring light, life, joy, cheer, love, and aid to those about them. The Society does much to bring about a spirit of loyalty to the school and to the local community. Companionship is stressed in this organization, for here are girls working together to accomplish a definite purpose, that of enriching their own lives and in turn strengthening and building other lives. Friendliness and politeness are two more outstanding characteristics of the Sunshiners.

The organization has a beautiful symbolic ritual, which is used in public initiations.

The emblem is a pin shaped like a buttercup, the Society's flower, upon the face of which is a rising sun with its rays pointing upward. Beneath the sun are the letters SS.

At the head of the organization is a state dean who visits the chapters once every three years. The state is divided into five districts, each under direction of a district dean elected by the Sunshine sponsors, who are teachers in the schools in the district. The girls elect their own state officers. State dues are five cents per member. Local dues are optional.

The state organization sponsors children's work at the Indiana Riley Hospital, Indianapolis, where \$2,000.00 has been spent for added equipment for child welfare.

The past five years the Sunshine Society has grown rapidly, in both small and large city high schools. It has shown its worth everywhere. It plays its part in making any community school-and-sunshine conscious by its work for civic improvement and happiness everywhere its influence reaches.

Education is a companion which no misfortune can depress—no crime destroy—no enemy alienate—no despotism enslave. At home, a friend; abroad, an introduction; in solitude, a solace; and in society, an ornament. Without it, what is man?—a splendid slave, a reasoning savage.—*Varle*.

"Boys are the only thing in the world out of which men are made."—*Hubbard*.



# The Robot College

FRANCIS J. COYTE

Activities Director, Connelly Vocational  
High School, Pittsburgh, Pennsylvania

A mystery play for industrial arts and vocational students who have been hankering for a chance to put on their own show.

Characters: five boys and class of any number.

Stage setting: An old research laboratory. Science table, armchairs, roller-type movie screen, blackboards, parts of robots, knight's armour, halltree, fake switchboards, radio transmitter, moveable rotating panel or false doorway as shown in picture.

Time: 20 minutes.

Explanation of story: Sparky Volts welcomes his old school pal, Butch Ampere, to Robot College and shows him the Robot laboratory in which he has been working as an assistant to an old professor who recently resigned. Sparky is dubious about the ability of the new professor, and the older students cook up stunts on the newcomer. Sparky has a concealed robot which he has built, and awaits an opportunity to show it off. The two are surprised by the arrival of students, and when the professor enters, trouble begins.

## ACT I

Curtain opens on science laboratory. Two boys enter from side.

Sparky: "Well, Butch, here we are—back together again after the holidays; back to my dear old Alma Mater—Robot College. Seems a long time since we left dear old—High School."

Butch: "Looks as if we're early. No one around, and the place is as quiet as Mr.—'s Science Lab used to be in the good old days. In fact, Sparky, this place is spooky. I don't know why I picked on Robotry as a University subject anyhow, except for you. It must be the hang-over from those dizzy shows we used to see during the noon movies at high school."

Sparky: "No kidding, Butch, do you know that I dreamed about that dizzy stuff so much that I actually built one of those robots myself, while working for my old professor?"

Butch: "When?"

Sparky: "Never mind—we'll get to that later."

Butch: "I thought you were a pal of mine."

Sparky: "Sure I am, but you must remember that I came to Robot College last semester and got a job as laboratory assistant."

Butch: "Come on now; give me the low-down on this course. I thought you were a 'freshie'."

Sparky: "Take it easy. You haven't got over the Big Apple yet, and the Lambeth Walk is in now. Well, if you insist. Ya see I know more about this lab than the new professor—I mean the old prof that pretends he's the last word. In fact, I've investigated every nook and corner of the place, and I know plenty. He'll be here soon, so I thought I'd have a chance to put you wise."

Butch: "And that adds up to nothing."

Sparky: (Heatedly) "Is that so? See that pile of tin and junk on the lecture table? (Points to parts of robots and armor used by knights.) That's the result of years of research. But the new professor—"

Butch: "What's his name?"

Sparky: "Professor Quiz."

Butch: "Come on Sparky, cut it out. I can't take it. First you give me the go-by and now you're wise-cracking. Nice way to treat a pal."

Sparky: "Well, do you remember the Club initiations, the fake coffin, the big operation, and the ride up to St. Peter? You know, I had a hand in all of that, and I'm going to show the new prof an eye-full."

Butch: "You're not going to stall me off forever. (Noise of feet is heard offstage.) Here come the new students, and the professor isn't here yet. I'll camp on your trail until I get a confession out of you, if I have to send for the whole (Senior Class; R. O. T. C.; C. M. T. C. etc.)"

Sparky: "Hold everything. I'll see you later."

(Class scampers to seats and adopts an air of innocence as the new professor enters.)

(Professor enters, wearing frock coat, high hat, and carrying umbrella, lunch kit, brief case, and empty bird cage.)

(Professor makes short speech while taking off hat and coat and hanging them up. Coat rack goes up, out of sight, behind the professor. The class is awestricken—completely baffled. Paper skeleton hangs from below professor's coat tails.)

Professor: "What's the matter?" (Not noticing trick.)

Sparky: "Oh nothing; the laboratory seems a little unfamiliar and unnatural to the new boys."

Professor: "Class, today I am going to show you models, blueprints and pictures of my robots which I have been trying to complete for years." (Shows models of crude robots.)

Sparky: "Hey, professor! You are behind the times. We saw those robots and pictures

ten years ago at——High School, and then we had sound effects with them."

Professor: (Looks downhearted) "Looks as if I am behind the times. I admit I am a failure." (Professor slowly moves to stage door, taking with him his lunch kit, umbrella and bird cage. However, he is minus his hat and coat. Shakes umbrella in disgust, and disappears.)

Sparky (rising): "Wait a minute, fellas. I've been thinking about robots, and I've made great progress." (Class is in doubt, and some make unfavorable comment, such as "crazy," "nuts," etc. Sparky rushes to front of class and takes over.)

Sparky: "Listen, fellas, listen! Do you know what's behind that panel? Look!" (Opens panel or curtain in the laboratory. Fakes combination and buttons. Does all this slowly and deliberately. When panel is open, he says:) "A robot." (Class gathers excitedly around open panel showing robot.)

Student: "Yeh, but does it work?"

Sparky: "Sure. You wanta see?" (Class members give their approval—"Sure." "O.K." "You bet," etc.)

Sparky: "O.K. watch!" (Walks to desk to get his control switch. This is a 10 cent deep cake pan, wired with two dry cells, old flush switches, and door bell concealed in pan. Cut slots in ends of pan, near top, and slip old belt through openings. Open side of pan held against body at waistline by means of belt. After putting it on, he presses a few buttons. Then he speaks.) "Three steps forward." (Robot obeys.) "Swing your arms." (Robot obeys.) "Stop." (Robot stops. Class is more surprised than before and shows signs of amazement. They crowd around the robot, some touching different parts. One by one they cry out:)

Students: "He's a genius." "He's great." "Colossal." "Stupendous." "It's the last word in modern science."

Sparky: (Interrupting) "Fellas, with this robot I will replace all manual labor. I will make people stare at me and wonder what the modern civilization has accomplished, and the wonders it will do."

Class: "Hurrah." "Three cheers for Robot College." "Hurrah, hurrah, Sparky."

Sparky: (Raises arms to get attention) "Men, I will meet you at 12 o'clock midnight to discuss further developments of these robots. Is it a date?"

Class: "Sure." "Why not?" "Certainly." "You bet."

Butch: "How about putting him away now, so that no one will see him?"

Sparky: "O.K. Here goes." (Pushes button and speaks.) "Three steps backwards" (Or) "Turn around and take three steps forward." (Robot obeys. Sparky closes panel and fakes restoration of lock combination. Then he continues:) "O.K. I'll see you at midnight." (Students talk among themselves, then leave the room. Butch helps Sparky unfasten belt of control switch. After placing control on table, both boys leave, chatting together.)

#### *Curtain falls on Act I*

School orchestra plays during short intermission, but stops as curtain is raised on

#### **ACT II**

(As curtain rises, two boys are seen prowling stealthily into the dark room, using flashlights. Take time.)

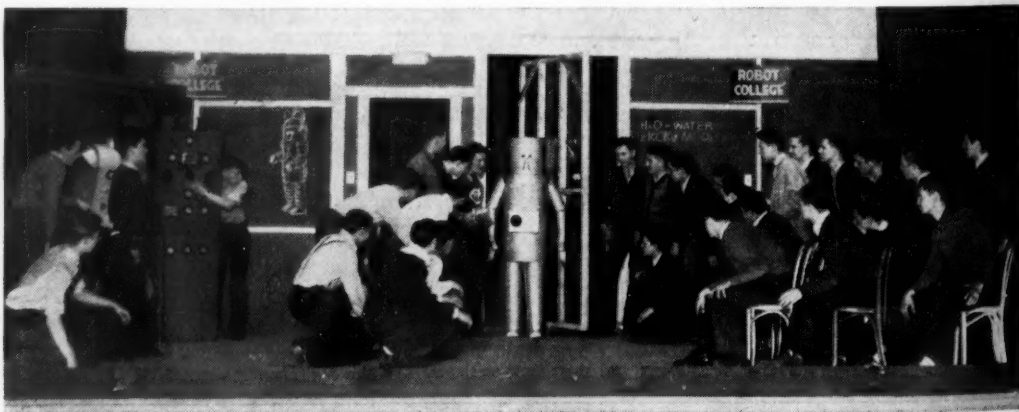
Butch: "Say, Henry, since we are a little early for the meeting, what do you say we have a little fun with the robot ourselves?"

Henry: "It's not a bad idea, Butch. But what if something should go wrong?"

Butch: "Aw, there's nothing to worry about. We saw the way Sparky did it."

Henry: "Yes, we did. I guess there isn't

*(Continued on page 340)*



**The Robot Steps Out**

# A Gardening Project Grows Up

SEVERAL years ago our biology class visited a nursery in the vicinity of Roosevelt High School. The students were escorted about the grounds by the manager and shown how roses are grafted, budded, etc. When asked the name of a tree which was in our path, not a single one in the class recognized the plant. It was a California redwood of the variety which is very plentiful in our Coast Range.

These trees are found in many yards, parks, and streets of our city, and some specimens are growing not two blocks from the school. Several members of the class admitted that they had seen such trees before but never knew what they were called. Neither could they identify the oak tree, for which our city

RUTH A. WOOD

*Roosevelt High School,  
Oakland, California*

was obviously named, nor a toyon bush, the source of California's native Christmas berries. No wonder it is difficult to interest some students in plant life. How can they enjoy a course in biology, let alone appreciate such a subject, when they have not even the slightest basic knowledge of the plant kingdom?

One student asked how beans were "started." I showed him a few of the seeds and his remark was, "Those things we eat, are they seeds?" Such ignorance is apt to be found in many classes in large cities where most of the children live in apartments, or flats, or in small rented cottages.

One day I asked my students if any of them would like slips from the trimmings of the many varieties of geraniums that I have collected and raised. The response was overwhelming. I asked some of the teachers who had gardens to help me find geraniums and other plants which were in demand. They were most generous. It was not long before the students who had gardens were helping, too. Mothers sent word that they would send boxes of their own favorites for distribution. Many asked for other plants in return.

A thriving business has sprung up among the teachers of our school. Samples of chrysanthemum blossoms were placed in the main office, together with a blank card asking teachers to sign up for any varieties desired. This resulted in requests from twenty of our faculty for one or more; some asked for all of the thirty kinds of these plants which were offered. Next year I plan to request that they give me slips of these same plants for my classes.

Although thousands of plants have been given away, I have never been able to get all that were needed for my students. Available supplies are an important item in gardening. Perhaps we would have plenty but I have always given all plants willingly to any students who knew someone that wanted them. I feel that the result of a thoughtful or kind thing done for a neighbor has a desirable reaction upon character.

Natural contacts made while gathering and distributing plants provided a basis for acquaintance between teacher and parents. We have occasionally discussed certain problems which have led to a better understanding of the school, and in some cases of students.



A section of roof garden at Hotel Whitecotton, Berkeley, California, where supplies for gardening lessons are grown.



This spring I expect to try several other schemes. I am going to give away small seedlings, which I have planted in flats. A ten cent package of seed will furnish hundreds of plants which will often perpetuate themselves if cared for properly. Gardening can be expensive and unless one can see that there are ways of getting supplies which are needed without a great expenditure of money, the undertaking may seem impossible.

For this reason, I have tried to teach my students other economies such as inexpensive ways of improving the physical and chemical properties of the soil. Of course, this is one of



A group of youthful gardeners from one class

the advantages of such an activity. One can review almost all things related to plants and their functions such as osmosis, capillary attraction, transpiration, etc., while giving directions for the care of plants which have just been distributed.

Students are anxious to have their plants grow, and there seems to be some object in discussing these subjects if they definitely apply to an immediate problem. Excellent examples of a variety of such things as fibrous roots, shield shaped leaves, and pithy stems can be called to the attention of the class while handling plants and are not as easily forgotten as when the other less practical methods are employed. Even worms, ants, molds, and mildews affect gardens, so the importance of each can be pointed out.

Students may become interested in effective color and artistic flower arrangements. If people can only be taught to notice and appreciate the beautiful things in the world, all lives will be enriched.

"Flowers refineth the heart," an ancient Chinese philosopher once said. I have been delighted to have some of the most indifferent of my students finally volunteer that some flower was pretty. Dare I hope the subtle loveliness of some blossom has penetrated his soul?

The machine age was expected to bring more leisure time to the average person. That golden age has not yet arrived, but there is

reason to believe that the dawn is at hand. Let us be ready with healthful and interesting pastimes. Gardening is certainly one of them.

## Robot College

(Continued from page 338)

any harm in trying it out. But first you'll need the control switch."

Butch: "I'll go and put it on now." (Butch goes and puts on the control switch. Presses button, and the machine begins to work.) "Step forward." (Robot obeys.) "Stop." (Robot does.) "Step forward." (Robot goes forward.) "Stop." (Robot does.)

Henry: "Say, Butch! So far, so good. I wonder what that button is for."

Butch: (Taking plenty of time) "What? this one? I don't know, but there's no harm in trying it. Well, here goes!" (Butch presses button and bell rings in control box. The robot goes out of control; breaks up glassware on science table, kicks chairs around, and then heads for the boys.)

Henry: "Butch, it's out of control."

Butch: "I know it, but I can't turn this thing off." (Robot starts after Butch, and suddenly Butch trips. The robot attempts to grab him by the neck, and begins to strangle him, when immediately the others arrive.)

Henry: "Look, he's being strangled." (Class rushes to aid Butch.)

Sparky: "Make way and let me at that switchboard." (He pulls out a radio tube or bulb and breaks it on the floor, and the robot falls down. Students cheer. Butch is saved, and slowly rises to his feet, aided by Sparky and other class members. Curtain closes. Curtains part again, after cast has assembled on stage for curtain call.)

*Finis*

The modern school is defined in terms of opportunities for individual development, the elimination of fear, the consciousness of the teacher as a helper—not a taskmaster—and a school atmosphere of happy, motivated work characterized by wholesome relationships and attractive surroundings.

—Lester K. Ade.

"A hobby is a pursuit which adds zest to life through the sheer satisfaction of doing, not something dropped into an unfilled space simply to fill it. No hobby is satisfactory unless it simultaneously satisfies and stimulates curiosity and intellectual interest. It must give us joy on the road but interest in pressing on to new revelations."—Bessie D. Sharp.



# Students Take Part in Community Hobby Fair

TO STIMULATE and encourage interest in hobbies, Santa Clara County holds a mammoth Hobby and Handicraft Fair each June in the San Jose Civic Auditorium. This exhibition, sponsored by the San Jose Junior Chamber of Commerce, attracts an audience of nearly 20,000. Children and adults display the results of their leisure-time activities.

Each year the Fair is larger and more diversified. Each year makes it evident that more boys and girls, more men and women, are leading happier and fuller lives because they have learned to "ride a hobby." The value of worth-while hobbies in reducing juvenile delinquency has been recognized by our most eminent authorities. The Hobby Fair thus promotes the development of good citizenship as well as providing entertainment and fun.

The whole-hearted response of the county annually fills the auditorium to overflowing with a remarkable and astounding collection of model airplanes, kyaks, photographs, soap carvings, paintings, battle axes, hooked rugs, stamps, mounted animals, relics of pioneer days, and almost everything else that anyone could possibly collect or create. Thousands of persons come to view the exhibits, estimated at 5,000, which fill the main auditorium, corridors, and small meeting rooms.

In the front lobby, booths are devoted to the activities of the Boy Scouts, Y.M.C.A.,

GORDON S. HOFFMAN

*Peter Burnett Junior High School,  
San Jose, Calif.; Chairman, 1937 Santa  
Clara County Hobby and Handicraft Fair*

Y.W.C.A., Sea Scouts and Campfire Girls. The Industrial Arts departments of the junior and senior high schools feature "education for hobbies" with displays of their work and actual demonstrations by students of wood turning, metal work, printing, and electrical work. Handicraft work of the WPA recreation department is also displayed.

The active co-operation of the city and county school departments has been an important factor in the success of the Hobby Fair. Last year Walter L. Bachrodt, superintendent of San Jose schools, sent out to teachers and principals a number of letters and bulletins urging support of the schools and giving information as to how the children might enter their exhibits. Entries were all individually classified and displayed.

A valuable hobby survey was conducted in the city schools, under the direction of Mr. Bachrodt. This gave a clear picture of the favorite hobbies of the students. It should also prove helpful in planning programs to assist boys and girls in the selection and development of worth-while hobbies.

Tabulation of the survey showed that the



MAIN AUDITORIUM DURING HOBBY FAIR

collecting of stamps was the most popular hobby among students in the elementary schools, with the construction of model airplanes the second most popular pastime. Other collections listed included marbles, milk bottle tops, movie star pictures, rocks, coins, butterflies, and flowers. Creative hobbies most favored were wood carving, knitting, drawing, and embroidery.

The largest number of junior high school students followed collective hobbies, with stamps leading the list. Collections of pictures of movie stars, baseball players, football heroes, and animals were second. There were also listed a number of miscellaneous collections of every type. Creative hobbies ranked next in popularity. The boys were most interested in airplane models, while the girls favored sewing and needlework. Sports of all types ranked third in favor and included swimming, skating, riding, tennis, baseball, and other similar activities.

Among the high school students creative hobbies took a slight lead over collections. Airplane and other models held first place with other types of handicraft also popular. Among the collective hobbyists, stamps and collections of various pictures were mentioned most frequently.

An innovation of the 1937 Fair was the presentation in the Montgomery Theatre at the auditorium of a program of entertainment each evening, featuring the best talent of local schools. This gave 400 girls and boys with the playing of musical instruments, singing and dancing as hobbies an opportunity to take part in the Fair. Musical programs were presented in the main auditorium by junior and senior high school orchestras and bands.

Through the co-operation of city and county schools, an essay contest was conducted as another means of arousing interest in the Hobby Fair. The topic was, "What My Hobby Means to Me." Scores of splendid entries were received, and the students who wrote the winning essays were interviewed on radio station KQW.

A large number of principals and teachers serve each year on the various committees, together with many members of the San Jose Junior Chamber of Commerce. This year's committee is headed by Thomas P. Ryan, principal of Pala School near San Jose, as chairman; and Gordon S. Hoffman, Peter Burnett Junior High School, as vice-chairman.

Any person residing in Santa Clara County is eligible to enter an exhibit in the Hobby Fair free of charge. Entries are displayed according to a carefully worked out classification, and certificates of merit are awarded to the best in each class.

## Vitalized Eighth Grade Promotion Program

(Continued from page 334)

**Program**—To develop and arrange the vitalized promotion program.

**Decorating**—To decorate stage and construct float to be used in pageant part of program.

**Publicity**—To ditto, mimeograph (or by any other device the school may have) make copies of the program, these to be given out at the door as the audience assembles. To send a copy of the program, a list of the committees and members of each to the local newspaper to be printed the week before.

**Floor Committee**—To arrange for seating, select ushers from the seventh grade.

**Dress Committee**—To decide on an inexpensive uniformity of dress for this occasion.

**Setting and Beforehand Decoration**—Flowers, two baskets one on either side of stage near front. Chairs arranged in semi-circle formation. For pageant—A large white sail boat about five feet long, constructed of cardboard and white crepe paper, with two white sails with lettering in blue, this mounted on a small wagon, covered with white crepe paper. On the white banners above the sails, the words, "Sails of Progress" to represent the general theme of the promotion program. Each sail with three divisions, named to represent fields of progress made in the school such as "Health," "Athletics," etc. These divisions to be the topics of the talks by students who try to interpret this particular progress to his parent and the community.

### VITALIZED PROMOTION PROGRAM

Prelude ..... "Sailing, Sailing"  
*Instrumental*  
 Chorus (two part) ..... "Sailing, Sailing"  
 ..... "Smiles"

#### Grade 8

Introduction of Class President....  
 ....Principal of School  
 Response ..... Class President  
 "Health Activities in Our School".... Pupil  
 "Wise Use of Leisure Time Taught".... Pupil  
 "Our Newspaper" ..... Pupil  
 "Boys' Safety Patrol" ..... Pupil  
 "Up-to-date Library" ..... Pupil  
 "Athletics in Our School"..... Pupil

(Each of above speakers introduced by class president.)

Violin Solo—"Melody in F"..... Pupil  
 Recessional ..... Instrumental

This program is merely suggestive of the type that can be successfully developed by a class of eighth grade students. They will get a great deal of enjoyment in doing it, and the educational value the students will derive from it will justify their efforts.

# Boxing as a School Sport

**B**OXING is one of the extra-curricular activities carried on in Winner High School. It is popular not only with the boys but with the general public as well.

Boxing is fast growing in popularity as an amateur sport, as is evidenced by the enthusiasm in Golden Gloves tournaments, and the large attendance at school-sponsored bouts. People enjoy the sport because there is plenty of action, thrills galore, and many fine examples of sportsmanship portrayed by the participants.

We are getting away from the idea that everyone who likes to box is a "pug." The public has observed that practically all of the boys participating in amateur boxing remain gentlemen, the same as those who participate in football, basketball, and other competitive sports. The boxer of the olden days—with his cauliflower ears, mushroom nose, rough, slangy voice, and rustic mannerisms—belongs to the past. Contrast that type of person with the fine examples of American manhood who represent various athletic clubs and schools throughout the country.

There are still a few folks who object to boxing as a school sport, because they say that it makes bullies of the boys. People who have coached amateur boxers know that such an accusation is fallacious.

Coaches of amateur boxers say that only in rare instances do the boys show any pugnacious or quarrelsome traits, and that those boys who do were that way before they ever took up boxing.

Some people say that boxing is too rough, and that the boys are apt to be hurt seriously. This, too, is easily eliminated by facts, for statistics will not support that assertion. Data gathered by investigators show that football, basketball, and even baseball are more dangerous sports than boxing. Dozens of our Winner high school boys have participated in amateur boxing, and not one of them has received a serious permanent injury. We cannot say that of basketball and football.

## BENEFITS TO PARTICIPANTS

What are some of the benefits that can be gained from participation in boxing by boys and young men? Here are some of them:

Boxing properly coached, with calisthenics as part of the training program, is probably the best sport for physical development. The physical development of the participants is rapid and apparent. People who have observed a squad of school boxers from the beginning to the close of a season often remark about their increase in strength, agility, and muscular co-ordination.

MARTIN E. WILLIAMS

*Superintendent of Schools,  
Winner, South Dakota*

Boxing teaches boys discipline. A good boxer cannot lose his temper. One of the first lessons he learns is to keep from getting angry. He must learn to keep cool, no matter how trying the circumstances. He must also learn to follow the instructions given to him by his coach.

Boxing teaches boys sportsmanship. They learn to follow the rules of the game, and not to attempt unfair play. Boxers must learn to become good losers, for the best of boxers lose now and then. A person who has learned to take defeat with a smile has learned a valuable lesson for life. We have too many people in the world today who cannot "take it on the chin," who throw up their hands in despair as soon as the going gets a little rough. How wonderful it would be if people in all walks of life were taught to fight to the final gong.

Boxing teaches boys the manly art of self-defense. We as a people have not as yet become so highly civilized that a man is never thrown into a situation where he must defend himself. There are still many people who have not mastered the age-old instinct of fighting, and even yet there are half-witted rough necks at large ready to take advantage of people physically inferior to them. Every man should be able to defend himself if the occasion arises.

## BOXING AS A SOURCE OF SCHOOL REVENUE

Boxing is a splendid source of school revenue. Boxing cards usually attract larger crowds than do football or basketball games. This is especially true in regions far removed from cities that sponsor professional boxing cards.

Equipment for boxing is not expensive when compared with the costs of equipment for other school sports.

The average high school can net several hundred dollars each year from a boxing program. This money can be used to good advantage by the average school to help finance some of the extra-curricular activities that are not self-supporting.

Amateur boxing as a school sport is with us to stay. It is worthy of a place in the curriculum of every high school and college. The American Legion and other organizations are to be congratulated on the support they have given the activity.



# That School Letter

R. H. JORDAN

Professor of Education, Cornell University,  
Ithaca, New York

IT IS the first week of college. Some new freshmen are being entertained in a fraternity house. I notice among them a rather slight young man who is wearing a neat jersey, with the letter "Y" on the front. Since it isn't blue, and he is evidently just out of high school, I know he isn't a transfer from Yale. From his size, I conclude he is a track man, or, perhaps, a swimming star. I saunter over to him, and ask, "What was your prep school?" "The Yorkville High," he replies. "I see you were a 'varsity' man; what was your sport?" "Well, uh, you see, I didn't go out for athletics. I, uh, was given my school letter for all around excellence." "Fine!" I answer (audibly). But internally I say: "Why is he wearing an athletic emblem on a sports' garment?"

One of my new freshman advisees comes in to consult me. She is wearing a trig sports outfit, with a nice, creamy sweater. Again the letter. Again the question. The answer: "Oh, Professor! It's the funniest thing! The captains of the field hockey team, and the archery team, and the golf team, have all asked me if I wouldn't come out for their sports! But I never played on any team. This little curlicue below my letter means in Yorkville that I was given my letter for good work in the Dramatic Club."

May an old fogey ask, for general information, why schools persist in allowing their pupils to sail under false pretenses? A letter displayed on one's sweater or jersey, or blazer, or other article of sporting apparel, means just one thing to the great American public: that the wearer has distinguished himself in some form of sport. And since the days of Hester Prynne, it has not been very good form to embroider a good sized letter on any other type of garment for public display.

Even the athlete soon outgrows his fondness for displaying his athletic letter. He finds it inappropriate for wear on most occasions. That is why, if he is really good, he manages to secure a small gold football, or soccer ball, or hockey emblem, which he can hang on his watch chain, or attach to his vest. It is thus, when I see him on a train, or in an office, or at a dinner, I can note his prowess, and properly identify it. I don't see him wearing a sweater or a jersey on such occasions.

Now we old folk like to see excellence recognized; we also like to know that our schools are not glorifying athletes at the expense of other pupils deserving of equally marked recognition. And, for one, I like the idea of

singling out in some way, for especial recognition, the pupil who has won all around excellence. And I like to think that when such a lad becomes a Chief Justice, or great University President, on the occasion of his inauguration, or equally solemn occasion, he will think enough of his old school to wear the small badge, or watch charm, which was presented to him as a senior. But I don't want to think of him, on this august occasion, pulling his gown back to display a bright green jersey, with a nice big purple "M" startling the public gaze!

There is an old phrase regarding the "eternal fitness of things." It is quite fitting that we refrain from presenting the athletic emblem, even, to boys and girls who, for readily demonstrable reasons, are not suitable persons to flaunt the school letter before the public. To illustrate, the writer was principal of a high school for some years, in which the football letters were not formally awarded until the close of the school year, and then only to those boys who were still remaining in school (or had been graduated at mid-year) and were in good standing in scholarship and conduct. In this way we were relatively sure that the boys finally receiving the award were those whom we liked to see wearing the letter. There are other plans equally good for regulating the matter. And let us give a different type of award to the pupils worthy of equal recognition in other forms of activity. If not a badge or watch charm, then we may give a plaque, or medal, or similar award.

Thus we shall avoid putting our worthy students in a false position, and "honoring" them with a type of emblem which can be displayed only on some occasion when sports garments are appropriate for wear, and of course, when sports' emblems are entirely suitable. On such an occasion, the school letter is assumed to mean but one thing, athletic supremacy. Any other connotation is unfair, and may be humiliating to the wearer.

R. H. Jordan has been recognized for a long time as a leader in the extra-curricular field. In 1928 his *Extra-Classroom Activities* was published by Y. Crowell Company. As Professor of Education at Cornell University, as writer of numerous magazine articles, and as lecturer before groups of educators, Dr. Jordan has made definite and important contribution to American education through the extra-curricular approach.



# An Oriental Style Show Becomes a Lesson in Democracy

**D**IFFIDENTLY two girls came to a teacher who had recently returned from a year in the Orient. They asked her to be one of the speakers when their club was hostess for the Regional Conference of Home Economics Clubs. One hundred and fifty girls from sixteen schools were to be present.

"Say anything you wish," they urged. "Everything in the Orient is so strange, and we know nothing—almost—about life there. Anything you talk about will be just thrilling to us."

They did not realize in how many ways life is similar for girls and home-makers the world over; nor did they appreciate in what important respects their life was happier in a democracy. The talk, the teacher determined, would be the means of presenting the old ideas of world understanding and love of democracy. "If You Had Been Born in the Orient" would be the title.

Since only student participation would save the proposed lesson from being a preaching, an Oriental style show was devised as the best vehicle for home economics clubs. A bit of pantomime to suggest customs, and a dash of Oriental music (transcribed) could be added at the price of an hour's rehearsal.

Twelve girls were chosen to model the costumes, some bought in foreign lands as examples of those actually worn by the people. For forty minutes after school, the models practiced arranging and wearing their costumes. Four girls in kimonos circled the room, limping at first, in the "zori" of the Japanese lady or the "geta" of the maid, all complaining of the toe-strap that held the sandal in place. Soon they learned to hold their ankles a little stiff, and to walk with the slow, gliding gait of the Japanese. The mother and two daughters, dressed in kimonos suitable for different seasons, learned to slip the sandals off, to kneel without the kimono's wrinkling or flapping open, and were soon able to sit back on their heels, crossing the toes of one foot over those of the other. The maid, in a white apron, knelt at the foot-high table (made of two fitting-room stools) to serve tea in cups without handles. The ladies bowed slightly in thanks and soon drank properly, using both hands, keeping the elbows close to their sides. The farm woman, in her tight-fitting trousers, hand mits and straw sandals, stood near, in just the right stolid posture.

ETHEL E. EWING

*Teacher of English, Lakewood High School,  
Lakewood, Ohio*

On the other side of the room, Chinese girls, in long straight costumes, heads held proudly by the stiff collars, were getting the free, graceful stride of "Young China." A few words of explanation, and their bantering gayety was replaced by the dignified mien of well-bred Chinese.

Malay and Siamese girls wound colorful strips of cloth into straight skirts, or folded them into the traditional type of trousers. A blonde Hindu girl struggled with six and a half yards of silk. After some help, she draped it into the graceful costume of India, leaving one long corner to conceal her hair.

The next day the girls posed before an art class while sketches of their costumes were made. After an explanatory title had been agreed upon, the sketches and a map of the Orient were mimeographed in order that every guest might review her geography and better remember the program.

On the following Saturday, the dressing session and twenty-minute rehearsal went smoothly enough. The teacher, with a mouthful of pins, set about anchoring the rather sketchy Malay costumes against every hazard. Suddenly a tall, masterful senior, with up-swept hair, swung open the door.

"I'm going to do the make-up," she announced.

The teacher murmured something through her pins about "more color and foot-lights." Half the girls eagerly followed the artist into the dressing room.

An usher entered and excitedly announced that the Conference was electing the secretary; the treasurer would be next, then the style show.

In time, the student specialist proudly led her flock from the dressing room. The teacher gasped—silently, she hoped. Almond-shaped eyes, outlined in black, covered one-third of the expanse from hair line to chin. Her models looked strikingly like protective devils from a temple, except for the simple clothes.

Then the teacher inaugurated a brief conversation to clarify purposes. It was agreed that, since their skin was not yellow, eyes and hair not black, their clothes those of

everyday people, perhaps expressionistic eyebrows violated the spirit of the presentation and that they should rely on the imagination of the audience in some details. "Shakespeare did without scenery," volunteered a Malay.

A stampede for cold cream followed. Then the comforting news came that there was a tie for treasurer.

After everyone had lined up in the wings and the Victrola record of Japanese music had been played, the Japanese lady entered and turned at center stage in the manner of an American model. The teacher gave a few facts about fabrics, seasons, relative comfort of the style, cost and place of manufacture. The others in the group entered in turn and went to their places at right stage for the tea-drinking pantomime. The Chinese girls took their places at back stage, sitting on chairs in accordance with their custom. In pantomime, they talked over the war news found in their Chinese newspaper. Near them stood the thirteenth girl, one who had asked to wear her mother's Mandarin costume, gorgeously embroidered, reminiscent of ancient China. She stood silent, not being a part of the present time. The Malay, her brilliant scarf draped over her head, stood dreamily at the left and was joined by the Siamese who made courteous salutation and awaited the Hindu. While a record of Siamese music was played, the girls, still in character, left the stage.

The speaker felt she had a fine "build up" for attention. It was easy for her to discuss the family system, pointing out its advantages as well as the restrictions so often emphasized. She told of the love of most families for their daughters, but also of some places where lower class people can "sell" their daughters, who have no redress. She mentioned the affection between brothers and sisters and the sorrow in a family when a brother must join the army to support the cause of Empire. Even though she quoted the statement of two older Oriental men that a woman "had ways of running a home and her husband, too," she pointed out the virtual inequality of women before the law, and mentioned the suffering that they must sometimes bear as a result. She discussed the schooling in East and West, mentioning the emphasis in the Orient placed on the development of charm and graciousness, as well as more practical requirements for homemaking. At the same time she reminded the audience of their own highly organized Home Economics departments and Personal Regimen courses. She told of marriage customs, varying now from the traditional Oriental "arranged marriages" to western freedom of choice, but added that many girls cannot yet choose their courses of study, or their

mates, being subject to the wishes of the family. Many Oriental girls do not expect the right of being mistress of their own homes after marriage, but become members of the husband's family.

Eventually the speaker arrived at her conclusion that, in consideration of the influence of women, the girls of today are under obligation to study world affairs, to know and cherish democracy; moreover, that they must be willing to live for democracy.

By means of concrete materials and student participation, the teacher felt that American public education had given to some twenty students one more experience in democracy, and to one hundred and fifty others, one more glimpse of their greatest heritage.

## Silhouettes for School Year Books and Papers

ROBERT H. LONG

*Science Instructor, Hartford Central School, Hartford, New York*

Duplicated or mimeographed school year books and papers may be brightened and made more interesting by giving them a personal touch through the use of silhouettes in the necessary absence of photographs. This is especially true in the long lists of names and individual write-ups in the school annuals that normally appear as just more print. Many schools do not have students so skilled as to produce silhouettes. The writer and a member of the physics class went to work on the problem for the year book committee of our school. The plan herein described was developed and found to be exceedingly productive of the desired personal silhouettes for our publication.

The materials are easy to acquire; most of them can be secured at no cost. The materials needed include: a piece of ground glass 8x12 inches; one square yard of sized white cloth; one square yard of cardboard; one inexpensive concave lens about 1½ inches in diameter with a focal length of four inches. (This can be purchased from a science supply house for forty cents); a supply of wood strips 1x1½ inches; four small pieces of metal for clamps; one board 12x6 inches; nails and tacks; bright reflecting lamp; supply of onion skin paper.

Two frames are made from the wood with dimensions as shown (Figures 2 and 3). One frame is covered with the cloth (Fig. 3). The second one is covered with the cardboard. A round opening is cut in the center of this just large enough to hold the lens, which is fastened with glue or gummed tape (Fig. 2).

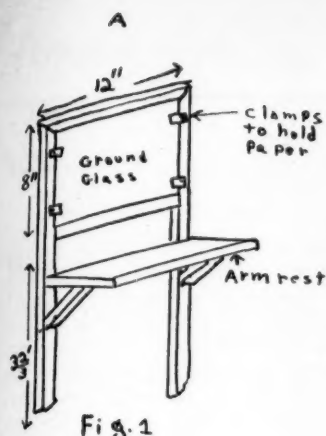


Fig. 1

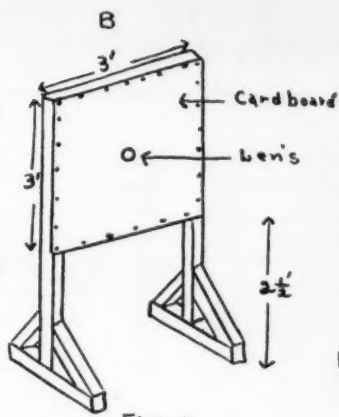


Fig. 2

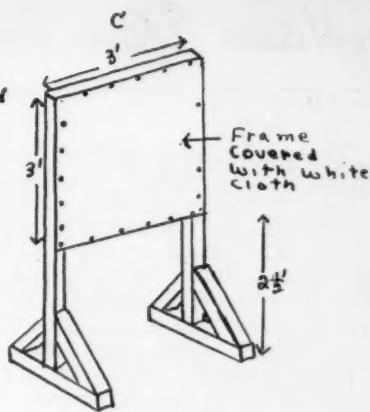


Fig. 3

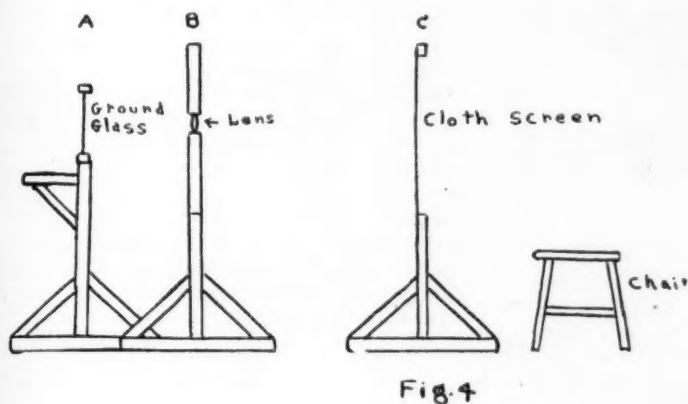


Fig. 4



Fig. 5

A third frame is made so that it will stand 4 2-3 feet high with a base like the other ones. The ground glass is set in the upper part of this frame and the arm rest six inches below it. Clamps are placed on the wood frame to hold the onion skin paper for tracing (Fig. 1).

The apparatus is then arranged as shown

Robert H. Long  
Jan. 1939

Figures 1 to 5, above, illustrate how Robert H. Long, his physics class, and the staffs of the Hartford, New York, High School publications collaborate to produce silhouettes for their duplicated school publications.

in Figure 4 in a dark room. The subject for the silhouette sits on the chair in front of the light. By adjusting the distances of A, B, and C, a clear image of the silhouettes on C can be secured on the ground glass. The size of this image can be controlled by changing the relative position of the apparatus. When the image is secured, the onion skin paper is clamped on the glass at A, and the outline of the silhouette is traced and transferred to the duplicating stencil. The posture and the position of the head must be good for the best results. Several trials may be necessary before a satisfactory silhouette is obtained.

# Have You Read These?

BY THE EDITOR

One of the most sensible articles we have read (and one which you, because increasingly you are being called upon to do it, will find helpful)—“Educating the Child for Real Life.” Most articles on this topic are theoretical, philosophical, frothy, or what not. This one, which considers the movies, newspapers, radio, gangs, and other out-of-school interests—science, music, and hobbies, is immediately practical. Cecelia N. Alderton wrote it for the December *Educational Method*.

Ever have trouble in inserting your activity period in the regular daily schedule? ‘Spect so, most of us have had. And, incidentally, relatively little definite assistance can be obtained from the standard treatises on extra-curricular activities. But here’s practical help—Fred B. Dixon’s “The Activities Period in the Daily Schedule,” *The American School Board Journal* for February.

Do you scissor or western-roll? The motion picture, a recognized and respected visual aid in teaching geography, history, English, and other subjects, is now being used in the teaching of athletics. A description, by Roy E. Priebe and William H. Burton, of an interesting six-weeks experiment with thirteen matched pairs of high school sophomore athletes will be found in *The School Review* for March.

Do you go in for the “success book”—“How to Reach the Top,” “How to Get Your Pay Raised,” “He Can Who Thinks He Can,” “How To Win Friends and Influence People,” “Don’t be Afraid,” and others? Have you ever wondered about their place in a student guidance program? Probably. Then you’ll find Philip R. Jenkins’ “The ‘Success’ Books: Phony Guidance?” in *The Clearing House* for January, right up your alley.

Irrespective of where you teach, some of your present pupils are going TO college—and some of these are going OUT of college. Hence, wouldn’t it be helpful if you and your future collegians had some ideas on the reasons why college students fail to complete their courses? ‘Spect so. In fact, we’re certain of it. In the January *School Life*, John H. McNeely reports an interesting study of “Why Students Leave College.” This article

should help you to save some of your future drop-outs.

And while you have this magazine before you, turn to W. N. Atkinson’s “Our Special Social Studies Class for the Student Council,” and read an account of a promising variation of the usual student council plan—an integrated curricular and extra-curricular course carrying full credit. The article is practical, not theoretical; it tells how and what was done and lists some quite obvious results.

“Pupil participation in community affairs is wholly practicable and should result in benefits both to the school and to the community,” concludes C. C. Carrothers’ pertinent and exciting “Adventure in Community Relations,” in the *Curriculum Journal* for February. This is a story of the part played by students in a twelfth-grade course in American Problems, in a three-months campaign for a council-manager plan of administration in a city of 150,000 population. Integration of school and community at its best!

## IF—

You are interested in knowing more about “socialized medicine” (or call it what you will), you can get both sides of the problem from the January 17th and 31st numbers of *Look*.

You’re an aviation enthusiast, read Derek D. Dickinson’s “My Air Duel with Bruno Mussolini,” in the February *For Men*.

You have often wondered what sort of individual “The Emperor of Japan” is, see Jon Gunther’s description under this title in the February *Harper’s*.

You believe that all Germans salute, heel, and goose-step whole-heartedly and enthusiastically, let Edwin Muller in “The Other Germans,” *The Commentator* for March, disabuse you.

You have headaches, remember “It’s Your Headache,” Milton MacKaye, *Hygeia* for March.

You have any ideas at all about teaching, writing or typewriting, read Albert Edward Wiggam’s startling “Tots at the Typewriter,” *School and Society*, February 18th.

You’re a movie fan, “Hollywood, Cal., Mar. 1 —” by Frank J. Taylor, *Scribner’s* for March, will let you in on some of the “low down” of how publicity is achieved.



# News Notes and Comments

*John Muir—a Pictorial Biography*, is a book of photographs and descriptive items compiled by the pupils of the John Muir School, Seattle, Washington. This project was carried out in commemoration of the hundredth anniversary of the birth of John Muir, for whom the school was named.

## National Audubon Societies

The National Association of Audubon Societies again offers membership privileges to boys and girls of school age. Groups of at least ten children each may form Junior Audubon Clubs.

Teachers and leaders may obtain from the National Association of Audubon Societies educational pamphlets, charts, books, slides, and motion pictures dealing with birds and animals and the conservation of our country's natural resources. Price lists will be sent on request. Write to The National Association of Audubon Societies, 1006 Fifth Avenue, New York, N.Y. Junior Audubon Clubs cost each child only ten cents a year.

## Music for All—School Slogan for Pennsylvania

Through more than 1,000 bands, 1,500 orchestras, 2,500 selected choruses and choirs, and thousands of classrooms, nearly 2,000,000 youth are participating in the music education program in the public schools of Pennsylvania. More than 1,700 specially educated and certified teachers, supervisors, and directors of music education are employed in the public schools.—*Pennsylvania Public Education Bulletin*.

"All subjects should be taught in the same way as athletics, and the system of giving grades in school subjects should be abolished, since, as in athletics, it is only the results that count. Because a student gets a grade of 95 per cent in a language, under the present system, it doesn't mean that he knows that much but simply that the teacher's score in catching him in mistakes is 5 per cent. You can't interrupt a boy playing football by teaching him the history of the sport. He isn't interested in getting a Phi Beta Kappa in the subject because the results are obvious.—  
Dr. John Erskine.

The Board of Control of the Wisconsin Interscholastic Athletic Association at its meet-

ing February 11 approved benefit requests for athletic injuries to the amount of \$2,180.00, according to the March number of the *Association Bulletin*.

## Tenth Annual School Administrators Conference

The state school superintendents and commissioners of education in the southern states will meet at George Peabody College on June 15, 16, 17 for the Tenth Annual School Administrators Conference to discuss current problems and objectives of public education in the South. City and county superintendents and principals and school-board members are invited to attend.

## Assembly Programs

At a recent meeting of the board of education of New York City, the following resolution was adopted:

"Whereas, There is manifest the great need to build conscious barriers against conditions destructive of democracy, and to renew and reaffirm our faith in American democracy: Therefore be it

"Resolved, That in every public school in the city of New York, assemblies be devoted to the promulgation of American ideals of democracy, tolerance, and freedom for all men; that these assemblies be devoted to making the children of our Nation aware of the contributions of all races, and nationalities to the growth and development of American democracy; that the programs for all these assemblies be based on the social and political history of the United States; and that these programs present the contributions of all races and nationalities in a way such as to develop esteem, respect, good will, and tolerance among students and teachers in all the schools.—*School Life*.

## Championship on Ice

The contest for the Scholastic Ice Hockey Championship for California may be centered in Plumas County. High Schools of Portola and Quincy have developed a thriving two-team "league." Insofar as the school authorities have been able to discover, these two teams are the sole-contenders for the state championship.

Ice Hockey long has been a popular winter sport in Canada and eastern United States. It requires team co-operation, individual skill

and daring, is robust enough to attract all comers, and combines speed and thrills enough to allure spectators. Everywhere in the East it has been received with enthusiasm as a game for high school students.

## Leisure Time Guidance in the Chicago Public High Schools

(Continued from page 331)

Harold W. Kent. The Radio Council sends out weekly bulletins listing its own programs on the radio, also other programs of school interest that are available during the week. Anything of special interest to the schools is used either during club meetings or in assemblies, where a greater number may hear and enjoy. Students are trained also as future participants in the radio world. Schools are invited to present programs over the air with an all-student cast. The Board of Education provides a typical studio, centrally located, in which the students practice reading their script. The studio has all the appointments of a regular radio studio, except that at present programs cannot be directly broadcast from there. Students go to city stations to broadcast. Such procedure pays big dividends to the individual student. Too, it is oftentimes productive of successful scouting for talent.

Turning from the training of high school students for leisure of a recreational nature to preparing them to meet leisure with creative activities, we find wide and varied fields of interest. To many, free hours mean a chance to make things—to create, to “do.” For such students, the Chicago high schools have much to offer. To students who like to make model aeroplanes as a hobby, aeronautics clubs offer a great deal. In radio clubs the enterprising student may make simple radio sets and learn the mechanical principles which guide their hobby. Many schools conduct a stamp exchange—a business venture where rare and interesting stamps may be exchanged, bought, or sold. Some students choose to join clubs in which the members are absorbed in keeping scrapbooks on topics in which each is interested. The making of puppets, and the presentation of puppet shows prove fascinating to high school people, and often lead to gainful use of leisure. One Chicago high school boasts a very successful archery club. The teacher in charge is an authority on archery, and has had several articles published on the subject. He has succeeded in creating an intense interest in the technique of creating bows and arrows of excellence. Art clubs provide excellent training for leisure, especially poster clubs, which not only render a vital and necessary service to the various departments of the school, but

may lead to commercial opportunities. For girls, sewing clubs train in handicrafts so necessary and enjoyable a part of the life of practically every girl. Clubs which encourage doll collections are always filled. Collecting and arranging dolls from all parts of the world fill many hours. Working on the school paper is both practical and creative. Time has proved that an interest in a school paper has led to an interest in leisure-time journalistic efforts.

Much leisure time is spent in the appreciation of the arts. Guidance along this line must be started in high school, and before, if it is to carry over into adult life effectively. An ambitious program in appreciation is sponsored in every high school in Chicago. Appreciation of opera is one of the cultural items the schools are fostering. Librettos are studied in music classes, prior to attendance at the Board of Education Opera Series—a group of seven operas which have proved to be the most successful and outstanding series ever offered. The objective is to instill a deep appreciation of fine music in the student so that it will be a part of his life at school, at home, and in the community. With the co-operation of the various high school musical organizations and the Chicago Historical Society, an outstanding program was held last year during the Charter Jubilee Celebration at the Chicago Stadium. A band of three hundred pieces, and a choir of three hundred voices opened the ceremonies. The performance brought home the possibilities of leisure-time service to the city and to the community. This is further emphasized by the musical festival held each year at Soldiers' Field, in which thousands of high school voices rise in song. Selected bands furnish the music. Attendance each year proves beyond a doubt that thousands want to hear good music.

Concerts in high school auditoriums are encouraged. Such fine concerts as those offered by Walter Damrosch are broadcast. Glee clubs and a capella choirs offer splendid opportunities for cultural adventure for free time. Harmonica clubs lure those interested in that type of music.

Appreciation of the drama comes through the reading of selected plays in English classes and in dramatics clubs. In some high schools, classes in stage training attempt to instill appreciation of the theatre. Visits to any Shakesperian plays that happen to be billed is another technique used to top fact with appreciation.

Book and story clubs take care of training high school students for the use of literature in planning to fill leisure hours. The student realizes how reading may fill many profitable hours of an individual's life when

sickness or some other reason keeps him from more active enterprises. Books become friends. The student who learns to love to read cannot vision his future without them.

Travel clubs bring that aspect of life to the high school student. While the boy or girl may have to travel arm-chair fashion during high school, books, pictures, and lectures give him hints of the world which he may see firsthand later on. Travel as a leisure activity cannot be over-rated. Besides bringing the world into the classroom, travel clubs make excursions out into the spots of interest in the city, thus stressing the advisability of getting to know one's own city when time is available.

Beyond a doubt, leisure time in service is the finest known use of time. Such service may be to the home, the school, the community, the city, or the country. The stress in Chicago high schools is upon leisure spent in activity that is of real service to some group. Free periods spent by the student as a hall guard or on duty in the attendance office instill in him the advisability of planning his free time usefully. Allowing students to serve members of the Student Council is another way the school has of teaching profitable use of unemployed time. Being the judge or part of the jury in a school Traffic Court brings home the idea of civic service in leisure time. Training as a Girl Reserve is valuable for the future, for, as the name implies, the girls stand ready at all times to assist wherever needed. Members of the school band not only gain prestige, but render valuable services to the school and the community by giving concerts, furnishing the music for community parades, performing at school football games, and in numerous other ways. Work on the school paper, in industrial clubs, or poster clubs, emphasizes the service aspect of the use of leisure.

Several service activities of the Chicago high schools are wider in scope, and touch the community directly. The Old Clothes Drive furnishes an outlet for students desiring to aid others less fortunate. Delivering Christmas baskets falls into the same classification. The Red Cross Drive is a splendid vehicle for training. The work of the Red Cross in time of disaster cannot fail to instill in the student the desire to help in whatever small ways he can. He sees how he may help in a great cause when high school days are past, and he has a little time on his hands. The drive against infantile paralysis is filled with suggestions of ways in which citizens may help. Perhaps the student will choose to help fight paralysis as his individual civic contribution on his own time outside of school. Again, the Thanksgiving Drive takes the student outside of himself, and impresses

upon him another direction in which he may turn his energies in leisure time—to help those who need a lift.

Leisure activities must not be haphazard activities—they must be planned with the same care that is used in planning a curriculum. Hobbies and special interests that are cultivated at high school carry over into life outside of school and add much to its richness. Administrators of Chicago high schools feel that by encouraging worthy use of leisure from four angles—recreation, creation, appreciation, and service—they are helping students of high school age to an integrated, well-rounded-out personality, and a happy life.

The major social issues of today focus on the conflict between the individual person and some vast agglomeration of impersonal power.—Hugh Hartshorne.

## WANTED: Manuscripts

New York book publisher respectfully solicits worth-while manuscripts for publication. Mail manuscripts to:

**FORTUNY'S** 67 W 44th St., New York

## After Dinner Gleanings

BY JOHN J. ETHELL, contains a wealth of clever anecdotes and stories that are really funny. Among its several hundred short talks of a serious nature will be found those suitable for almost any occasion upon which men and women are called to speak. More than that, it has a unique plan of organization by which appropriate stories or quotations may be brought into a talk or toast. In fact, it provides a clever speech—ready-made, yet original—for any person, any time, any place. The price is \$1.25 postpaid.

Send Your Order to

## School Activities

Topeka, Kansas



# How We Do It

C. E. ERICKSON, *Department Editor*

## Student Participation in Government

(Editorial)

An interesting and significant condition is presented in a student poll recently conducted by the *American Observer* (see *American Observer*, Vol. VIII, No. 23, Feb. 27, 1939, page 6.) Unsigned reactions were received from 126,270 high school students. Only 44.7 per cent of these students stated that there was student government in their schools. On the other hand 90.9 per cent of the students answered in the affirmative when asked, "Do you approve student government?" Imagine then, a situation in which fewer than 45 per cent of the students indicated the existence of student government while more than 90 per cent indicated a desire for student government.

It is apparent that student interest and student desire do not prevail in many schools. Surely some schools are forgetting that in a democracy we are all entitled to a chance to participate in the decision-making powers by which we are affected. The school council can provide the vehicle for the introduction of more democratic practices.

## How To Organize a Chemistry Club

JACOB C. FERDMAN, *Teacher of Chemistry at Steinmetz High School, Chicago, Illinois*

The purpose of this report is to show the correlation and importance of extra-curricular activities; such as, clubs to the subjects taught in the high schools. Since my subject is chemistry I will deal with that type of club. There are several points to be considered in the organization of a club that would be appealing to young people. They are: name of the club; pins; projects (individual, club, school, service, assembly); and meetings.

The name of a club should have a romantic meaning. To call a club for chemistry students just the "Chemistry Club," sounds to me very flat and meaningless. But call the chemistry club the "Alchemstein Club," and we have a name that is both enticing and puzzling. When I first gave our club that name everyone wanted to know what it meant. That created interest. "Alchem" from Alchemy was combined with "stein" from Steinmetz, giving "Alchemstein." We thereby have an historical and romantic tale from the alchemists who worked under adverse

conditions to Dr. Charles P. Steinmetz, one of the greatest scientists of the twentieth century.

Young people like to adorn themselves with various symbols of recognition. This allows the shy and less bold students to assert themselves by wearing club pins. It makes them feel important and will bring out their personalities among other students who do not belong to the club.

The projects of a club may be divided into five types. In these projects the students have a chance to carry out practical applications to themselves and others that cannot always be done through regular classroom work for lack of time, for there is so much that can be done in a chemistry course.

For individual projects each student makes some chemical product that he would like to use. For example, the girls in the club like to make something in the cosmetic field. They have made cold cream and skin lotion. Some of the boys like to perform more advanced experiments than those in the regular class work; such as, titration, the making of chemical elements from their compounds for our chemical element case.

In reference to the club project, the entire club carries out or is interested in the work. One project was in the pyrotechnical line. The club made red and green flares, for which the members ground and mixed the chemicals. The members of the club also made cylindrical containers for the powdered mixture. They experimented with fuses for the proper setting off of the flares. The culmination of this work was the production of a large "S" made out of green flares mounted on a frame, eight feet by four feet. During the Christmas holiday season the club always puts up a chemical Christmas tree in the lobby of the school. The latest project that the club is undertaking is chemical test tube agriculture.

For a school project the Alchemstein Club sells Steinmetz Pins on Steinmetz Day, April 9th, the birthday of Dr. Charles P. Steinmetz. The pins portray some phase in his life. The proceeds of the sale go towards the Scholarship Fund which will aid some worthy students to go to college.

For a school service project the club made cold cream and skin lotion and sold it to the students of the school. The money was contributed to the Thanksgiving and Christmas Funds.

In putting on a school assembly the club portrays upon the stage some scientific as-



pect of life. As an example, one of the assemblies was called the "Romance of Science" wherein there was a comparison between the trials and efforts of the middle age alchemists and our present day scientists working in modern laboratories.

The regular meetings of the club are held once every two weeks, at which time every member must report. When a project gets started, it naturally cannot be completed at the meetings. Therefore, the members come into the laboratory during their study periods or at the end of their school day to do their share in completing the projects.

The above projects are only a few that have been carried out by the Alchemstein Club of Steinmetz High School.

### Directed Parent Discussion

ROY HELMS, *Principal, High School, Amelia, Virginia*

The high school at Amelia, Virginia, is the only high school in the county and the school population there is drawn from all parts of the county. The student body numbers nearly three hundred. Many of these travel over twenty miles in getting to school.

The Parent-Teacher Association at Amelia, under the direction of Mrs. Rosa Courter, this year is particularly active. The meetings, held once each month, have been well attended, and the discussions have been very interesting.

Since the Amelia school draws pupils from all over the county, the Parent-Teacher Association has set up twenty-three discussion centers over the county and they are endeavoring to enlist more interest in the work of the Association.

These discussion groups are under the direction of Mrs. H. E. Jackson, first grade teacher at Amelia. Five topics have been suggested for the groups to choose from. They are: "Good Citizenship," "Adolescence," "The Pre-School Child," "How to Live with People," and "Child Hygiene." Of course, the discussion groups may have other topics than these.

Two people are sent out from Amelia to help conduct these discussions. An effort is made to send one teacher and one school patron. The attendance at the meetings varies from six to twenty-six people. Sometimes the meetings are held in private homes and sometimes in the school houses. There are ten one- and two-room schools over the county. The teachers in these schools help get the discussion groups in their districts organized. These meetings are held once each month.

Several things are expected of these meetings. The people attending will become more school-minded. They will become better ac-

quainted with the teachers in the central high school and the teachers with them. They will become better acquainted with the patrons of the high school. They will become more aroused over proper care of the pre-school child and his preparation for entering school. They will help acquaint the entire county with the program of the Parent-Teacher Association and swell the attendance at these meetings.

### Activity Announcement Board

L. A. BARRETT, *Principal, Senior High School, Salida, Colorado*

In order to save the necessity of announcing the regular meetings of common school organizations and clubs and yet at the same time to call attention of students to them, why don't you get an "activity announcement board" in your hall, preferably near the principal's office?

Such a board can be built in a variety of ways but should have a glass, hinged cover with a lock. The board should list in alphabetical order the various organizations such as the glee club, the literary society, the debate club, the history club, the Hi-Y and the other organizations. Behind each name should be left a blank space and when the time comes to add an announcement as to the where and when of the next meeting, it is a simple matter to post the material behind the corresponding name of the organization.

When students develop the activity board habit, they can by a rapid glance at the board spot the location of those activities which concern them and can in that way watch for coming meetings of importance to them.

Certain codes can be worked out on the board which will also attract attention if one wishes. For instance, if red indicates Monday,

**ZINC HALFTONES & ETCHINGS**

For NEWSPAPERS AND  
PUBLICATIONS 60, 80  
or 100 Halftone Screen

8 SQUARE INCHES  
UNMOUNTED

**95¢**

WRITE FOR PRICE LIST

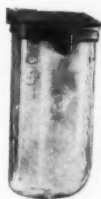
**MARSHALL NEWSPICTURES**

P. O. BOX 173 - INDIANAPOLIS, INDIANA

### LOOK

#### A GLASS MAIL BOX

Postpaid for only \$2 or sent C. O. D. Plus C.O.D. charges. Simple to install. Will last a lifetime. Order one for your home now. Write for special sales proposition to school clubs.



#### BEST SALES SERVICE

217 Film Bldg. Cleveland, Ohio

blue Tuesday, yellow Wednesday, green Thursday and violet Friday, it would be possible to post the announcement concerning the coming meeting of an organization on the color of paper which represents the day of the week on which the group next meets. The color may help to impress the day of the week on students.

The board can be worked out with small electric lights to be snapped on behind the names of organizations. On the day when the particular group is to meet, the light may be snapped on to indicate to pupils that the group is meeting soon.

One faculty member or possibly one of the dependable students may be put in charge of the bulletin board and all club announcements "cleared" through the one person. Each organization, therefore, would be required to turn in a report as to its meeting time and place several days in advance of the scheduled date.

### The D. H. S. Players

MILDRED E. BOYER, *Danville High School, Danville, Illinois*

The D. H. S. Players, commonly called—by the students of Danville High School—the Dramatic Club, is a very active organization. The membership has been restricted to 120 this year, and many names are on the waiting list.

When asked the advantages of belonging to Dramatic Club, one of the members gave the following: 1. Dramatic training and stage experience. 2. Meeting and associating with a grand group of boys and girls. 3. Having a chance at making Thespian, national honor society for actors.

Tryouts for admission into this club are held during a week late in September. Contestants, who may be any boys and girls enrolled in our four year high school, are asked to give a two-minute memorized selection in which there is acting and conversation or a need for gestures and expression. The judges are faculty members, with Miss Mary Miller, dramatic coach, at the head of the group. They base their decisions on voice, stage presence, expression, memorization of the selection, and general appearance.

At the first meeting of the year, held after these tryouts, the old members of the club present an entertainment and serve refreshments in honor of the new members. Two weeks later, those who have just entered the organization give stunts, by way of initiation, for the approval of the old members.

Dramatic Club is divided into ten play groups with chairmen as leaders. Each section some time during the school year presents a one-act play. The dates of these plays are

announced far enough in advance that the dramas can be chosen, parts assigned, and practices held beforehand. In this work the members receive their stage and dramatic experience. The plays also give Miss Miller the opportunity to judge the talents of the students. This is a decided aid later in making the selections of actors for the big play, which is given once a year by the D. H. S. Players.

Tryouts for the major drama, which is one of the chief events of the school year, are conducted on a basis similar to those for entrance into the club, as told of above. The girls are given their chance one day after school, and the boys on the following evening. Second tryouts are held a few days later. These are always exciting times, the peak being reached when the school bulletin board brings the announcement of the complete cast for the play. Seniors are given preference for the parts; juniors are considered secondly; but a very exceptional sophomore may be selected. All must be passing in at least three subjects. The students chosen greatly enjoy the work and fun which follow in the many practices. When the play is presented to the public, an admission charge of thirty-five cents before the performance or fifty cents at the door is made. Money obtained in this way has been wisely used for the benefit of

JUST PUBLISHED—

McKOWN'S

## ACTIVITIES

in the

## ELEMENTARY SCHOOL

471 pages, illustrated, \$3.00

Provides the busy elementary school teacher and principal with definite and practical help so that they may originate, promote, supervise, and evaluate "extra-curricular activities" more intelligently and successfully.

Write for further information

McGraw-Hill Book Co., Inc.

330 W. 42nd Street

New York

the school. Some of the things for which it was spent are: draperies for the stage, the windows, and the doors in the auditorium, stage furniture, three sets of scenery, three rugs, flood lights, a spot light, and over \$1,200 worth of sound equipment. In addition, contributions have been made to the student welfare fund.

Dramatic Club meets after school on the first and third Mondays of each month. Cabinet meetings are held on the second and fourth Mondays. Members may be excused if they offer a very good reason to the advisor. Two cuts are allowed during the year. However, the boys and girls find the activities of the club so interesting that they do not want to miss any of them.

Officers for the coming year are elected and installed in May. The duties of the president are to preside at all the meetings and to plan the programs. The vice-president serves as social chairman. The secretary-treasurer keeps a scrap book of Dramatic Club activities and of the records of meetings and attendance. The play manager supervises the one-act plays. The play critic takes care of all write-ups, announcements, and publicity. All the officers have committees to help them. These together form the Dramatic Club Cabinet.

Many social functions are enjoyed by this club each year. A cabinet picnic is held in the fall. Later come: a tea for mothers, the big play, a Christmas alumni banquet (at which special guests include the presidents, with their parents, for the last three years), a spring picnic, installation of officers, and the Thespian announcement event.

Being elected to National Thespian Society is the highest honor which a boy or girl in Dramatic Club can receive. Requirements for Thespian membership are: 1. The student must be a member in good standing in D.H.S. Players. 2. He must have participated in several one-act plays and in at least one big play. 3. He must be in the upper one-third of the senior class. 4. He must have good character. 5. He must have done good work in Dramatic Club.

### A Program of Student Visitation

GENE H. SLOAN, *Superintendent of Schools, Lebanon, Tennessee*

In Wilson County, Tennessee, there are only three senior high schools. Due to the strong athletic rivalry among these schools a certain degree of bitterness had crept into student relationships. To off-set this undesirable situation I conceived the plan of creating better understanding among the students by getting better acquainted.

To this end the superintendents of the

neighboring schools were invited to work out a plan for exchange visits among the schools. On October 26th the first of these exchange meetings occurred when twenty students from Lebanon spent the day with the Mt. Juliet boys and girls. This visit was returned on November 9th.

We took the president of the Lebanon High student body, the other student government officers, the president of the Senior class, the editor of the school paper, the editor of the school annual, and the captain of the girls' basketball team to Mt. Juliet where a chapel program was conducted by our own student quartette, violinist, pianist, harmonica players and readers. The school leaders explained the work of each department represented in the Lebanon schools.

Upon our arrival at Mt. Juliet we were met by a group of students, each of whom introduced himself or herself to some member of our group. Until lunch time these students went about together, visiting classes, participating in physical education work, studying together and otherwise getting acquainted.

At noon the hosts and hostesses served a luncheon in the school cafeteria and "traded" guests—each of our group meeting a new escort, who went with them through the afternoon program. Substantially the same procedure will be followed when the representatives from other schools visit the Lebanon Schools.

The results already have been gratifying. Not only is there a more friendly spirit between the students of the two schools, but there has been much interest aroused in the community in the project.


### A Working School Council

BEULA WATSON, *Director of Activities, Saginaw High School, Saginaw, Michigan*

Real student participation is an actuality in our school. When troubles arise and situations need remedying, it is not the faculty who undertake the cure and see it through to success; it is the student body through the medium of the school senate. True, the suggestion may come from the administration, but to the co-operation, work, and perseverance of the students themselves is due the greater share of the credit. Two examples

## UNIFORMS

Style Book showing 88  
Uniforms IN COLORS. Also  
special designing. Wonderful  
line of samples. Write  
us first.  
DeMoulin Bros. & Co., 1060 S.  
4th St., Greenville, Illinois





will serve to illustrate how the students, under the leadership of their senate, felt the need of remedying certain undesirable situations. They aroused such a feeling of antipathy toward the undesirable conditions that they are now but unpleasant memories, and it is doubtful if they will ever again be cause for criticism.

Football games at Saginaw's athletic field had become an invitation for all the small boys of the neighborhood to congregate. They were admitted for only ten cents, and many escaped payment by climbing the fence. They weren't interested in the football game; their only aim seemed to be to make nuisances of themselves and spoil the game for those who were there for enjoyment. During the play they annoyed the crowd by roaming around under the grandstands in search of lost valuables and by running up and down the side lines. Between halves they flocked on the playing field and made it difficult for the band to perform. In short, they ruined the game for everyone.

A word from the principal was enough to start the student senate off on a better-conduct-at-football-games campaign. The matter was discussed in senate meetings and each senator carried the message back to his homeroom. Soon every student at Saginaw High felt that it was his responsibility to see that the youngsters stayed off the football field between halves and in their seats during the game. At the next game when a boy started for the field he found himself collared by a high school boy, and it took very little urging to persuade him that Saginaw High students meant business. Public sentiment favored law and order, and the youngsters realized that they must conform or be evicted.

The second and more difficult situation which the senate undertook to rectify concerned the annual football game between the two city high schools on Thanksgiving. Feeling always runs high when two rivals of long standing meet on the gridiron, and Saginaw is no exception. If harmless pranks had been the order of the day little criticism would have been made of the Thanksgiving festivities. However, when it became a question of rushing theatres and stores, breaking plate glass windows and causing great damage to the property of the business men and the city, the senate felt that something should be done. Even though high school students were not totally at fault, criticism was aimed at the school, and authorities were forced to threaten to discontinue the annual game.

The senate again swung into action and again aroused in each student a feeling of repugnance toward acts of rowdiness and malicious destruction of property. They decided against a substitute for the previous

activities and adopted a "stay-away-from-downtown" policy. Senators explained the plan in homerooms, the school paper urged cooperation and the student body rose to the occasion. Pupils signed pledges not to congregate downtown and, what is more, kept their promise. Merchants and city officials had no cause to complain of the pre-game festivities this year. A bit of good-natured razzing was exchanged between the schools, but no damage was done. Students are very proud of a silver loving cup presented to them by the Rotary Club in appreciation for their efforts.

It is just by such actions that the student senate justifies its existence. Through participation in school government Saginaw High students acquire right attitudes and greater respect for law and order to the end that their diplomas indicate not merely scholastic achievement but also a high degree of character training. They live up to their motto, "Order with freedom and courtesy."

**RADIO-MAT**

TALK from your screen  
WITH your quickly  
**TYPEWRITTEN  
MESSAGES**

50 RADIO-MATS \$1.50  
White, Amber or Green.  
Accept no substitute.

Radio-Mat Slide Shows      New York

IS THE STATIONERY OF THE SCREEN

Make Your Own  
Slides on Your  
Typewriter—use  
**RADIO MATS.**  
Write for free samples  
**RADIO-MAT SLIDE  
CO., INC.**  
1819 Broadway  
Dept. A  
New York, N. Y.

## MAILING LISTS



GET OUR FREE  
**REFERENCE  
BOOK and  
MAILING  
LIST CATALOG**

**FREE**

Gives counts and prices on accurate guaranteed mailing lists of all classes of business enterprises in the U. S. Wholesalers—Retailers—Manufacturers by classification and state. Also hundreds of selections of individuals such as professional men, auto owners, income lists, etc.

Write today for your copy

**R. L. POLK & CO.**

Polk Bldg.—Detroit, Mich.

Branches in Principal Cities

World's Largest City Directory Publishers

Mailing List Compilers. Business Statistics. Producers of Direct Mail Advertising.



# Stunts and Program Material

MARY M. BAIR, *Department Editor*

## Short Shorts

Have one "All Fools" program. Someone may tell of the uncertain origin of "April Fool." Then this may be followed by a program in which each actor may be uncertain of his lines, his song, his speech, 'till a full burlesque program is the result.

A paper or a speech on the history of clocks. This could be the introduction to three men who were famous among New England clock makers. One scene to show Eli Terry when he was apprenticed to Thomas Hartland. Another scene wherein Seth Thomas could be working upon one of his famous time keepers. A third scene should be an impersonation of Simon Willard with Thomas Jefferson, back in 1801 while Willard constructs a large clock for the United States Senate.

Contrast the works of the three poets, William Wordsworth, John Burroughs, and Charles Swinburne.

Read a short sketch concerning the life of Joseph Pulitzer. Tell why the Pulitzer prize is awarded; then cite instances in which accomplishments of the recipients of these prizes have been an influence in the life of America today.

Tell interesting facts concerning the Washington Irving country; then present one scene from "The Legend of Sleepy Hollow."

A scene from "Moor Born," a play wherein is shown the lives of the famous Bronte Sisters.

Read "The Man Without a Country," by Edward Everett Hale; then name those outstanding and most widely known who are literally men without a country today.

## Answer Me This

This is a question-and-answer stunt, based on the same idea as the "Information, Please," or "Vox Pop" radio programs. A member of the faculty or perhaps one or two students can serve as interrogators. The questions can be asked either of a sizable group or a few picked students, who may or may not have been "primed" beforehand.

An interesting method of staging is to parody the street broadcast trick. That is, the interrogator and perhaps one or two assistants can assume that they are broadcasting through a regular station. Students pass back and forth across the stage, and the examiner

stops and questions them. One student may answer a number of questions, or only one, depending upon the number of persons taking part.

It is suggested that when the person or group asked is unable to answer the question, members of the audience be permitted to answer. In this way it would be possible to keep score, and perhaps give an individual award of some kind.

Questions could be largely of the general information type; that is, simply tests of reading information and background. For example:

What stories or books do the following characters suggest:

Dopey  
Little Eva  
Friar Tuck  
The Mad Hatter

These questions may also be closely related to school subjects. For example, in history:

What important historical events do the following dates suggest?

1775  
1861  
1789  
1929

Numerous questions along these lines can be easily worked out. An occasional "catch" question should also be included, for the sake of variety.

## Information Please

A variation of the preceeding stunt, designed for comedy. The scene is an information booth at the "World of Tomorrow" Fair, for example. A clown is posing as the clerk at the desk. Passers-by stop and question him about various phases of the fair and information in general. The questions should be ridiculous, and his answers equally foolish. For example:

Q: Say, buddy, I seem to be lost. Where's the administration building?

A: What's that? The administration building?

Q: Yes, the administration building. I've been looking all over for it.

A: Well, brother, I'll tell you. If you keep going in that direction, it's about 24,999,999 miles, and 5,200 feet. But if'n you'll turn around, it's right on the corner.

(Any number of gags can be thought up in a half-hour.) As before, almost any number of people can be used. There may also be a continuity of action, a thread of plot, running through the episode. For example, at the opening of the scene, the regular attendant is just leaving—perhaps he has just been called away. The clown sneaks in and takes his place. The passers-by ask him questions about the location of buildings, etc., and are dumbfounded at his answers.

Finally the regular clerk appears again. He sees the clown and angrily chases him away, closing the scene.

School personalities and faculty members could also be brought in in this way for some good-natured kidding. This stunt should not be very long; it will soon become tiring.

### How Civilized Are You?

A stunt of a more serious nature, the theme of which is "Living Together" or "On Being Civilized." This stunt shows the relationship of the individual to the life around him and to other people.

This idea can be very well worked out in the form of a dramatic sketch, contrasting two or more students who are unfitted for the business of living in the ordinary day-by-day world with two who are. This contrast can be shown in their actions in the sketch.

Almost any social relationship can be shown in the scene. It may take place at home, for example, showing the attitude of a brother and sister to their parents and to each other. Such a scene would be in two parts, the first showing the unco-operative, selfish attitudes of some persons in the family life; the second would show the better relationship.

Both types might be portrayed together, showing social life of an average group. The scene might take place in the high-school study hall, or in a boy's locker-room, or on a debate trip, or even in the hall, showing the varying attitudes.

Any treatment, however, of this idea should avoid being "preachy" or overly-moralistic; if it is, it will simply be dull and disliked. Rather it should seem simply a scene lifted from the student's own experience, and as such it will be appreciated. No one, for example, likes the study-hall heckler who bothers his neighbors while they attempt to study. Any student body would be appreciative of something exposing the type for what nuisances and bores they really are.

The business of people living together has many interesting, informative angles. Such a scene, if well done, can be very effective.

### Coalblack and the Seven Jitterbugs

EARL PORTER

The scene represents the hall of an apartment house. Stage right is supposedly a window, although no attempt at representation is necessary. Since stage right is occupied by a window, all characters enter either stage left or center, depending upon the wishes of the director and the set-up of the stage.

As the scene opens, Coalblack is seen on her hands and knees, scrubbing the floor. A mop bucket is beside her. As she works, she is singing "Someday My Prince Will Come." As she nears the end of the song, Doc enters left and stands listening, hand to ear; she does not notice him. She puts down her brush and clasps her hands together as she finishes, lost in reverie. On the final note, Doc begins to clap enthusiastically.

Doc: Good, good, very good. (continues clapping)

Coalblack: (startled) Oh!

Doc: Very good, indeed!

Coalblack: I didn't see you come in. You scared me.

Doc: Think nothing of it, think *nothing* of it! (he beams at her) I was listening to your singing.

## Sound Recordings

(From Life)

### FOR BACKSTAGE EFFECTS

*Animal Noises, Trains, Aeroplanes, Mood Music, etc.*

WRITE FOR CATALOG

# Gennett Records

Richmond, Indiana

Coalblack: (frightened) Oh! I'm sorry!

Doc: Sorry? What for?

Coalblack: I'm not allowed to sing. I mean—she won't let me. You see, I'm just a scrub woman. I work for her.

Doc: Who?

Coalblack: The Wicked Landlady. She owns this place. All of it.

Doc: You mean she owns this whole great big Empire State apartment house?

Coalblack: And she makes me scrub all of it, every bit.

Doc: All ninety-seven floors? (Coalblack nods) Every day?

Coalblack: Twice a day. I start clear up here on the top floor and go all the way to the basement.

Doc: (angrily) That's outrageous! She can't do that! Why, with that voice—

Coalblack: Shhhhhh! She'll hear you! And if she catches me not working, she'll whip me. Or even fire me. (she picks up the brush again) I'd better get back to work before she catches us.

Doc: My good woman, with that voice you should be in the movies, on the radio!

Coal: Do you really think so?

Doc: The world would kneel at your feet. Our Little Midnight Princess of Song—the

Harlem Nightingale! You'd be colossal! You'd be at the top of the ladder.

Coal: Oh, if I only could!

Doc: You can, my little whippoor-will, you can! And do you know who can put you there?

Coal: No.

Doc: Do you know who can make you famous from the sunny slopes of California to the rock-bound coast of Maine? Do you know who can make you the toast of the nation?

Coal: No, who?

Doc: (confidentially) Me!

Coal: You?

Doc: Me! Doc Jitterbug in person, manager and director of The Seven Jitterbugs! The finest swing band in seventeen states. We can use you, yes indeedy, we can use you!

Coal: You mean you want me to sing with your orchestra, Mister Jitterbug?

Doc: Exactly. And I'll have you know it really is an orchestra. Why, we just closed a four weeks run at the Hotel Tonganoxie! (The Wicked Landlady is heard offstage, singing)

And next week we—

Coal: (very much frightened) Oh, quick! You must go! That's the one, that's the

## *Model Papers for High School Graduation*

Preparation for a public appearance should represent one's own utmost effort combined with every possible help available. The model papers listed below are offered in reply to the wide demand for examples of what high school graduation addresses of today are supposed to be.

### ENTIRELY NEW FOR 1939

Class President's Address, "Pioneers of 1939."

Valedictory, "Could It Happen Here?"

Salutatory, "An Old American Custom."

Class History, "Schools of Yesterday and Today."

Class Will, "Heirs of Hope and Labor."

Class Prophecy, "Progress Is By Short Steps."

Principal's Address, "Watchwords," and conventional form for presentation of diplomas.

### 1938 MODEL PAPERS

Class President's Address, "Masters of Changing Times."

Valedictory, "America's Most Cherished Gift."

Salutatory, "Our Wishing Well."

Class History, "What Shall We Remember?"

Class Will, "The Spirit of Adventure."

Class Prophecy, "We Have to Be Good."

Principal's Address, "Signals on the Great Highway," and conventional form for presentation of diplomas.

**FREE WITH EVERY ORDER:** "Short Course in Public Speaking," arranged especially for the needs of a graduation address.

The papers are each about a thousand words. Price 60c each, four or more in one order at 40c each. The way to get papers quickly is to enclose remittance and send by air mail. Orders received by air mail are filled by air mail without extra charge. All orders are filled the day received. Postal C.O.D. charges are extra. If you are not satisfied your money will be promptly returned.

**R. W. GRAY**

2916 West Boston Street

Seattle, Washington



Wicked Landlady! She's coming—please go, Mister Jitterbug!

(She pushes him toward the exit left)

Doc: But—when can I see you again? We have to talk this thing over. My good woman, I'm going to make you famous—

Coal: Come back as soon as she's gone! Now go, please! (she gives him a final push; he goes off, protesting. Coalblack dashes over to her pail and starts to scrub again) (After a moment the Wicked Landlady enters. She is dressed in a black Mother-Hubbardish garb, resembling, of course, the old witch in the original story)

Wicked Landlady: (viciously) Who was here? Who were you just talking to? I heard some one talking!

Coal: No ma'm, nobody was here. I've just been working. I haven't seen a soul.

Wicked Landlady: You lie! (she cuffs her sharply) Who was it? Where did they go?

Coal: It wasn't anybody, really it wasn't!

Wicked Landlady: I'm sure I heard some one—

(she crosses left, apparently peering down hall.) Hm, that's queer, I know I heard voices. You interrupted my singing, as a matter of fact.

(Coalblack has stopped work for a moment, watching her from the corner of her eye.)

Wicked Landlady: (whirling around) Get back to work, you! I see you shirking!

(Coalblack begins to scrub vigorously. The Wicked Landlady watches her sharply for a moment, hands on hips. Then she turns and strolls downstage, humming softly the same song Coalblack was singing. Then she starts to sing (very badly) and assumes an "arty" pose; she twists and squirms, her hands clasped together. Coalblack scrubs furiously. The Wicked Landlady sings a few bars, then stops.)

Wicked Landlady: I'm in good voice today, don't you think?

Coal: Yes'm.

Wicked Landlady: I have a very fine voice, don't you think so?

(Coalblack makes no answer; the Wicked Landlady whirls on her, viciously) *Don't you think so?*

Coal: Yes'm.

Wicked Landlady: I have the best voice in this whole building, haven't I? (pause) haven't I?

Coal: Yes'm.

Wicked Landlady: I sing much better than you do, you filthy little scrub girl! Don't I?

Wicked Landlady: (she chuckles villainously) Yes . . . remember that, Coalblack! And remember, if I ever catch you singing—if I ever hear one note—(she chuckles again) You'll see! (She starts out left, turn-

ing as she reaches the door) Now get to work, or I'll flay the hide off you!

(Coalblack continues to scrub as the Wicked Landlady goes out. After a moment Doc sticks his head out, down left, and peers around the stage. Seeing the coast is clear, he turns and motions his companions to come in. The other six jitterbugs enter. Five of them are marching single file, each man with his right hand on the shoulder of the man in front of him. The sixth jitterbug, Dopey, is trailing behind. *Piano*: "Whistle While You Work," ending as they reach the middle of the stage.)

Coal: Oh, my goodness!

Doc: (he doffs his cap and bows low, presenting his companions) Madam, The Seven Jitterbugs, the finest swing aggregation in the nation! (They all bow low, except Dopey. He just stares.) In order: Happy, Sneezzy, Bashful, Grumpy, Sleepy, and—Dopey. (They all bow low again, except Dopey. When they have finished, he bows.)

Coal: I'm very glad to meet you. I'm little Coalblack. I work here.

Doc: Gentlemen, this little girl is the flower of setting sun—the finest voice I've ever heard. She is going to sing in our band.

Jitterbugs: (Hooray, etc.)

Coal: (frantically) Please, you must be quiet! She'll hear you!

Doc: (loudly) Quiet! (to Coalblack) And now let's hear you beat it out. Get in the groove.

Coal: Get in the groove?

Doc: Certainly, certainly! Come on, kick it around!

Coal: You mean—you want me to sing?



**BESTEREOPTICON \$23.00**  
T20—500 Watt Bulb \$2.75 Extra  
Write for Trial Offer

**400 Watt  
Super Intensity  
SPOTLIGHT**

**\$5**

G30—400 Watt Bulb  
\$2.65 Extra

**Color Wheels \$1.75 up**  
Write for complete information and folders.

**BEST SALES SERVICE**  
217 Film Building



Cleveland, Ohio



Doc: Absolutely! The boys of the band all want to hear you—don't you, boys? (They start to clap; Coalblack and Doc hush them quickly.)

Coal: I don't think I'd better—if the Wicked Landlady ever caught me—well, I don't know what she'd do!

Doc: Oh, come, come! We'll watch for her. Come on, just show us what you can do!

Coal: Well . . .

Doc: Please!

Coal: Well—all right.

(She arranges her dress, etc., and steps forward. Music: the *Wishing Song*. After she has sung about three lines, Sneezy begins to jerk violently and catch long deep breaths, preparatory to sneezing. The others turn and shush violently, with a great deal of noise. Coalblack stops.)

Doc: I'm sorry, very sorry indeed. One of our members was about to—uh—interrupt. Go ahead, please.

(Same business as before; the other jitterbugs quiet Sneezy with a great deal of loud shushing. Coalblack stops again.)

Doc: I apologize, a thousand times I apologize. It won't happen again. Please continue.

Coal: If the Wicked Landlady should happen to catch us—

Doc: Nonsense, she won't! We'll see to that. Come on now, sing for us!

(Coalblack looks nervously about her and then begins again. She gets about six lines this time, and then Sneezy starts drawing himself up. None of the others see him, however. He catches several long breaths, grimacing, and then frantically puts his finger under his nose. It is no use. He sneezes thunderously. Coalblack stops in confusion. Doc and Happy grab Sneezy and put their hands forcibly over his mouth, holding him.)

Doc: For the last time, madam—pray continue. There will be no more interruptions, I can promise you.

(Coalblack begins to sing again; the jitterbugs listen rapturously. Near the end of the first chorus, the Wicked Landlady appears down left and silently watches. No one notices her.)

Wicked Landlady: (after a moment) Coal—black!

Coal: (she is terrified) Oh!

Doc: (turning on the newcomer savagely) Quiet, please, we must have—(noticing who it is) Oh-oh!

Coal: (As the wicked Landlady crosses toward her) Please don't hit me, please don't. I'll get back to work. I'll get busy right now, see? (she seizes the brush.)

Wicked Landlady: (with exaggerated politeness) Why, you silly child, what are you afraid of? I'm not going to hurt you!

Coal: But you said that if you ever caught me singing—

Wicked Landlady: (laughing) Ah, what a funny child you are! (she puts her arm around Coalblack's waist) Why don't you introduce me to these gentlemen? (Coalblack simply stares at her, bewildered) I'm afraid the cat's got the dear child's tongue. I guess I'll have to introduce myself. (to Doc) I am the kind landlady who owns this place—all ninety-seven floors of it.

Doc: I, madam, am Doc Jitterbug—and these are my companions. We are The Seven Jitterbugs, swingsters de luxe! (all bow low except Dopey, as usual. He simply stares.)

Wicked Landlady: Yes, I know. I've heard about you.

Doc: Oh, indeed? Well, thank you, thank you very much!

Wicked Landlady: And you're going to take my little Coalblack away from me, are you, to sing with your band? I'd hate to lose her.

Doc: My dear lady, scrubbing floors in the *Umpire State* apartment house is no job for a girl with a voice like that. We're going to make her famous!

Wicked Landlady: Ah, yes. She has a very beautiful voice, hasn't she?

Doc: Sister, you said it!

Wicked Landlady: But what if you could

---

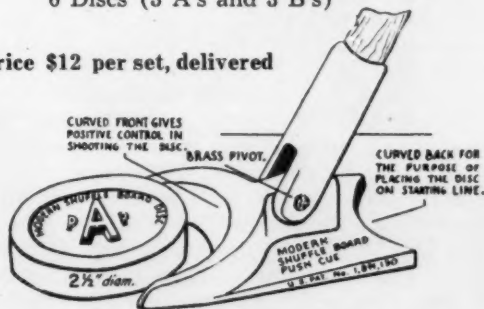
---

## Modern Shuffle Board Game Sets

Malable Cast Iron—White Plated  
Will Outlast Several Wooden Sets

One Set consists of 4 Push Cues and  
6 Discs (3 A's and 3 B's)

Price \$12 per set, delivered



Minimum Space Required, 32in.x18 ft.

### CHAS. H. WILSON

1417 80th Ave.

Oakland, Calif.

---

---

find an even better voice? I know someone who can sing much better than little Coalblack here, much better—(with a threatening tone) Don't I, Coalblack?

Coal: Yes'm.

Doc: Who? Where is she?

Wicked Landlady: Tell them, Coalblack! (pause) Tell them!

Coal: It's—it's you, madam.

Doc: You? You can sing better than this little blackbird?

Wicked Landlady: (modestly) Well, I don't like to talk about myself . . . I'll tell you what. We'll have a contest. Now, you've already heard little Coalblack sing—suppose you try me out. Then you can decide which you like the better, eh?

Doc: Well . . . well, of course, certainly. We want to get the best talent possible. Nothing is too good for The Seven Jitterbugs!

Wicked Landlady: Ah, that's fine! Shall I go ahead?

Doc: Certainly, madam, certainly. Come on boys, stand back. Give the lady room.

(The Wicked Landlady advances to the center of the stage, clears her throat, etc. She begins to sing the "Wishing Song," very badly indeed. After a few bars Doc turns his back to her and the jitterbugs begin to hold their noses. They mumble disapprovingly.)

Wicked Landlady: (stopping her song) What's the matter?

Doc: I have only one thing to say.

Wicked Landlady: Yes?

Doc: Madam, you *stink*!

Wicked Landlady: What? Why, you can't say that about—

Doc: (brushes past her, goes to Coalblack) Out of the way, please, out of the way! C'mon, Coalblack, get your things! Get your things and let's go. We'll start rehearsing right away.

Wicked Landlady: You can't do this to me!

(They pay no attention to her, but all gather about Coalblack. The wicked Landlady comes close to the footlights, looking out into the audience. She chuckles fiendishly.)

Wicked Landlady: Ah-h-h, I'll fix her! I'll show them! (She takes a stick of red-striped candy from her blouse.) The magic candy! Now I'll put a spell on it—(mumbling loudly) *Abracadebra vunderbar! Universitatis Kansiensis and laryngitis! Lespedeza and Chinese checkers*; (She holds it aloft triumphantly) Ah ha! This will enchant her—and only I know the secret that will break the spell!

(She turns just as Coalblack and the jitterbugs are about to leave.)

Wicked Landlady: Oh, Coalblack! Come here, just a moment—I have something for you. (She holds out the candy) Just a little present.

Coal: (doubtfully) A present? For me?

Wicked Landlady: It's not much, but I just want you to know that there are no hard feelings. Here you are.

Coal: Well—thank you. Thank you very much, madam.

Wicked Landlady: Aren't you going to eat it? At least take a little bite and let me know how you like it. (Coalblack still doesn't trust her. After a moment, however, she slowly tastes the stick. Her expression changes to one of horror.)

Wicked Landlady: (laughing triumphantly) Ha! now I've fixed you! I have my revenge! (she laughs again)

Doc: What do you mean? (to Coalblack) What's the matter?

(Coalblack despairingly indicates that she has lost her voice.)

Wicked Landlady: Her voice, you fools, her voice! She'll never sing again! She can't talk! She's lost her voice! (laughing) Ah, I told you I'd get even! I told you! (to Doc) Now what do you think of your little nightingale, eh?

Doc: Get her, boys—out the window with her!

(They all rush to the Wicked Landlady, who flees. They chase her around the stage, down to the window back right, and then shove her out. She screams horribly and disappears.)

Doc: (dusting off his hands) Well, I guess that's taken care of!

(The jitterbugs all dust off their hands except Dopey. He goes to the so-called win-

---

● *If You Are Not a Writer . . .  
Let Me Help You*

TOASTS ADDRESSES BANQUET PROGRAMS

Written to Order

Write—Mrs. Anna Manley Galt  
GHOST WRITER

419 Kansas Ave.

Topeka, Kansas

---


# UNIFORMS

FOR BANDS, DRUM  
CORPS, PEP SQUADS

More bands, today, buy Craddock Uniforms than any other make, because they are tops in style, quality, design, appearance, fit and workmanship. Send for FREE copy of "The Craddock Bandsman" — tells how to get greatest uniform value for your money. Write TODAY.

## CRADDOCK UNIFORMS

CRADDOCK BLDG KANSAS CITY MO.  
UNION MADE



dow and seems about to fall out. Happy and Sleepy grab him and haul him back.)

Doc: By the time she falls ninety-seven stories, she'll learn to double-cross Doc Jitterbug! (He catches sight of little Coalblack, standing forlornly on the other side of the stage. He goes over to her.) Poor little Coalblack—Can't you sing at all? (She shakes her head, indicating her throat and mouth.) Are you sure? Come on, let's hear you try. (She makes an attempt; nothing happens.) That's a fine kettle of fish! Here we find a star soprano and now she can't sing a note! She can't ever sing a note! (He begins to pace the floor, up and down.) If we only knew how to break the Wicked Old Landlady's spell . . . if we only knew the secret . . . (stops suddenly) There's one we can try, anyhow. (Goes to Coalblack and makes motions like those of a hypnotist.) *Baldwin City and Kalamazoo! Leg of lamb and chicken stew!* Now try it, Coalblack. (She makes a futile attempt to sing.) Nope, that one's no good. Let me see—magic spells . . . hummmm . . . (stops) Say, there's that one about (starts pacing again) No, that one wouldn't do. (He has reached the other side of the stage. Suddenly he stops and snaps his fingers triumphantly.) I've got it! I've got it! If this one doesn't fix her voice, it's beyond repair! (He turns to the others; they whisper together.) Get it, boys? (They nod, etc. He turns back to Coalblack.) Madam, have no fear. The spell will be broken. This is the greatest spell-breaking song in the world. If you're crazy, it will set you straight again. If you're not crazy, it'll soon drive you crazy. Why, it's in all the books of magic—I don't know why I didn't think of it before. (Turns to the jitterbugs.) All right, boys, all together! (They begin to sing the "Flat-foot Floogie" vigorously.) (Coalblack's expression changes to one of glee. She begins to sing with them.)

Floy doy, floy doy, floy doy, floy doy!

Doc: She's singing! It did it! I-knew it would!

Coal: Oh, thank you, Mister Jitterbug!

Doc: Don't thank me. Are you sure you're all right?

Coal: Listen! (she la-la-la's up and down the scale.)

Doc: Hurray! (the jitterbugs cheer) My dear Miss Black, you're on the road to fame and fortune! Come on, let's go—what are we waiting for? We've got work to do. Come, gentlemen! (The jitterbugs join hands and dance around Coalblack, singing

Heigh-ho, heigh-ho, it's off to swing we go,  
We've found the one, and now it's fun  
To swing, heigh-ho!

Heigh-ho, heigh-ho, we hope you've liked our show,

And now good-night, we'll say good-night,  
With a heigh, heigh-ho!

Repeat as curtain falls.)

"It should be a principle, inflexible—a policy, fixed, unshakable—that recreation shall not be ruthlessly, recklessly exploited for private profit. A policy of ample community recreation should be unalterably established; like law enforcement and the police department, like fire protection and the fire department, and health and sanitation."—Austin E. Griffiths.

"To brag a little—to show up well, to crow gently if in luck—to pay up, to own up, and to shut up if beaten, are virtues of a sporting man."—Oliver Wendell Holmes.

## DO YOU TEACH . . . . American History by Units?

We have divided American History into ten logical, comprehensive and practical units. In doing so, we have followed the Morrison Plan of unitary organization.

EACH UNIT CONTAINS THE FOLLOWING: (1) Exploration Questions; (2) A Presentation or Overview; (3) A Unit Outline; (4) A Guide Sheet; (5) Historical Problems; (6) Required Exercises; (7) Research Topics; (8) Suggestions for Map Work, etc.; (9) Bibliography.

BOOK NO. I (First Five Units).....\$2.00  
(Now Ready)

BOOK NO. II (Second Five Units)....\$2.00  
(Ready January 1, 1939)

BOOKS NO. I and II (Ten Units).....\$3.00

### PRICE TO STUDENTS:

In Lots of Ten .....50c Per Copy  
In Lots of Twenty-five ..30c Per Copy  
In Lots of Fifty or More ..25c Per Copy

Free Copy to Teachers When as Many  
as 10 Are Ordered

## Teachers' Supply Bureau

Teachers College Station

Box 142

Denton, Texas

## Uniforms *Correctly Styled Individually Tailored*

Write for our new catalogue showing  
300 Halftone illustrations

GEORGE EVANS & CO., INC.

Since 1860

132 N. 5th St., Philadelphia, Pa.

PLEASE MENTION THIS PUBLICATION



# Parties for the Season

EDNA E. VON BERGE,  
Department Editor

## April Showers Bring May Flowers

You've known that, of course. But did you also know that these same April showers bring forth an enchanting dream of a dance? Nature lovers adore the cool showers because they have the strength to push a gorgeous array of gay flowers out of the rich, brown earth. Lovers of life, of gaiety, of happiness, love it because these showers have the power to set feet to dancing and hearts to singing.

There's no secret as to the accomplishment of this little dance matter. Committee members receiving guests at the entrance to the dance floor, are arrayed in bright colored, hooded, cellophane rain capes. This is the first warning that one must beware of showers during the evening. Surrounding the orchestra is a white lattice fence entwined with gay, crepe paper flowers. These, however, remain hidden until later beneath an assortment of red, blue, yellow, green and white umbrellas opened to hang over the fence edge. Suspended by the handles from ceiling lights, are more umbrellas which dim and hide the lights covered with crepe paper flowers.

A trio heralds the grand march with the singing of "rain songs," which the orchestra later plays. Leaders of the march, enveloped in gay oil silk or cellophane rain apparel, carry umbrellas under which the followers must parade from time to time as the march progresses. During the first dance, these leaders tap other dancers, who must don the rain outfits and dance around the room before tapping another couple. Orchestra numbers may consist of: "Rain! It's so Cozy in the Rain," "I Get the Blues When It Rains," and "Singing in the Rain."

Shortly preceding the intermission a miniature thunder storm is staged. The orchestra plays crashy numbers and lightning flashes across the floor. (Make a jagged cut across the bottom of a large box, place a strong bulb on the inside, flash it on and off as the direction is changed from time to time.) Gradually the thunder subsides, the lightning ceases and the moon appears. (Also cut out from a large box, strongly lighted with an orange bulb, and hung close to the ceiling at one side of the room.) The orchestra plays, "Shine on, Shine on Harvest Moon," or any other "moon song" desired.

During the intermission, guests are requested to leave the floor, allowing the com-

mittee the opportunity of removing the umbrellas from the fence and ceiling lights, thus revealing the flowers originally placed there. High trellises of white, lightweight wood may quickly be placed along the sides of the walls. (They are kept in an adjoining room or behind large screens until they are ready for use.) When guests return after the intermission, the "April showers" have brought forth the "May flowers."

Guests will be pleased, amused, and surprised over the idea of a second grand march. It just isn't done! Oh yes, it is! At least at this party—and that's what helps to make it a novel and memorable occasion. Marching couples pass under flower arches made by covering split barrel hoops with crepe paper and flowers. Class officers or committee members hold the arches in place, or they may be suspended from a doorway or the ceiling lights. Flower girls in large, old fashioned poke bonnets hand out boutonnieres for the boys and nosegays for the girls. (These are easily and inexpensively made by committee members to keep cost to a minimum, instead of ordering them from a florist.)

"Stay Out of My Garden," offers a clever novelty dance. Large discs of heavy paper or light weight cardboard, crayoned with bright flowers, are placed rather closely together on the floor. When the orchestra abruptly stops playing, couples caught in the flower gardens are eliminated from the dance. When only two or three couples remain, it offers greater amusement for the onlookers if the remaining dancers are blindfolded. The winning couple surely deserves a basket of flowers as a reward. Guests leave at the end of the dance by walking under the flower arches held at the doorways to give the impression that they are in reality leaving a flower garden which the April showers have brought.

Ice cream cups surrounded with white crepe paper cut into peaks to resemble a fence, and topped with candy flowers further gives the idea of a flower garden. If punch is served during the course of the dancing, change the color from time to time through the use of different flavors, and allow dainty flowers to float on top.

P.S.:

1. Don't worry if it rains—it will add a realistic touch.
2. Name dances according to flowers instead of numbering them.
3. Substitute records for rain and thunder



effects if there is no orchestra and radio music is used instead.

4. Large pots or baskets of garden flowers appropriately placed around the room add fragrance and color.

5. The dance idea may be used for April or May.

## Fashion Parade

One of the very amusing ways of youngsters is to decide to become a garbage collector who drives fine horses; a policeman who carries a gun and dangles a heavy club from his belt; a fireman who races off in a big fire truck with bells clanging; or a soldier who pops off guns and kills people dead.

This rather common practice is an unconscious setting of a goal—the fashioning of a life pattern. More mature thinking, training, inspiration and experience along the way influence many into casting these earlier ambitions aside for others more fitting perhaps. This process, consciously or unconsciously, goes on and on through the years. For a high school group, an inspirational yet entertaining help in setting up more or new self patterns is a "Fashion Parade" banquet.

### TABLE DECORATIONS

1. *Place Cards* are made attractive by mounting colored cut-out figures from fashion magazines on lightweight cardboard. They may be slipped into small slits in wooden standards; propped against the side of the drinking glass; or braced and reinforced so as to stand alone.

2. *Menu.* Comments about clothes or life fashions, cut from the reading or advertising sections of magazines and pasted at various angles on heavy, folded paper offer a novel cover page for the printed menu and program.

3. *Promenade*—for the mannequins (celluloid dolls dressed in crepe paper gowns) is

easily made by elevating a narrow beaverboard onto drinking glasses or candy boxes; surrounded by smilax or ferns. Long, narrow mirrors are especially effective as a substitute for the beaverboards. Collars for the doll dresses may be charmingly fashioned from lace paper doilies. Candles and flowers will complete the table decorations.

4. *Corsages.* These are easily and inexpensively made by using garden or florist flowers. Wire the stems with spool wire; cover them with tin foil. (Hairdressers will gladly donate the tin-foil scraps discarded after permanents.) Lace paper doilies slit in the center to facilitate sliding over the stems add a professional touch.

### PROGRAM

*Introductory Comments by Master of Ceremonies.*

Include here that in spring young thoughts turn to love and fashions. We cannot have fashions without patterns. The two go hand in hand. In every phase of our living, we must have a suitable pattern to follow. During the progress of the program, the theme, "Fashions" will be developed.

*Crowning of the Fashion Queen (and King if Boys Are Present).*

This idea may be omitted, but introduces a fitting and unique touch. The toastmistress, or master of ceremonies, suggests before the crowning that it is customary to crown a queen at fashion showings and thus in accordance, the crowning will take place. Some one may be delegated to make these remarks and to place the crown upon the person who has been previously elected by popular vote, or who has been selected for other reasons. The element of surprise always adds to the excitement or fun relative to the crowning. A queenly robe, in addition to the crown, may be thrown over the shoulders for further effect. The crown may be easily made from

artificial or real flowers, wired onto a celluloid head band.

#### *Fashion Parade.*

No fashion show is complete without a fashion parade. Representative mannequins of the group may model outstanding fashions. Before speaking, each model arises from the chair, parades leisurely and deliberately without any evidence of haste, either around the table, or back and forth in place. A raised platform at one end of the room is recommended, so that the models may be readily seen by all. After parading about and pivoting, the model makes the assigned speech, models a bit more, and makes way for the next model. This should not be rushed.

**First Model (Scholarship):** (A cap and gown makes for greater realism.) "This creation comes from the school's finest department—SCHOLARSHIP. It is a most enviable number guaranteed to wear forever. It represents hours of labor, of sacrifice in time, energy, and activities; the burning of midnight oil; and consistent, persistent concentration and application. It brings a rich reward in the success which normally follows. It is a model which will demand the admiration of many. It is yours if you are willing to pay the price."

**Second Model (Leadership):** (Model carries a staff.) "This precious little number represents LEADERSHIP. It may be purchased through co-operation, promptness, efficiency, willingness to do the unpleasant as well as the pleasant, and utter dependability at all times in everything. It is destined to make the world sit up and take notice. Wouldn't you like to have it for your own?"

**Third Model (Character):** (Model carries a Bible.) "This comes from the very finest department of any school or organization—CHARACTER. The price is exorbitant, but great are the returns if you are willing to pay the high price which it demands. It represents a willingness to set up worth-while goals and ideals and to abide by them in spite of cruel ridicule; to be dependent enough to stand alone instead of following the thoughtless, unthinking mob; to take criticism and cutting, hurting remarks with head held high and chin up. This fashion improves with age—it never wears out. It is yours for the sacrifice involved."

**Fourth Model (Charm and Personality):** (Dressed coquettishly.) "This is an enviable model, stepping out of the (name of the school) Charm department. It is made up of numerous qualities intricately fashioned together: love, understanding, sympathy, co-operation, loyalty, friendliness, unselfishness, honesty, cheerfulness, kindness, emotional

balance, democracy, happiness and patience. It fits only those who know what to do, how to do it, and when to do it. It is guaranteed to make for one's success socially and in business—a necessary garment to meet the competition existing in these two fields. This garment, lovely in itself, is incomplete without all of these requisites. It fits large or small, tall or short—there is no limit as to types. It is necessary to top it off with the accessories of sparkling eyes, good posture, and a clear, sweet smile. Here 'tis."

**Toasts.** These offer a welcome change to the usual banquet speech. Suggested topics are:

"Fashion Makers"

"School Patterns"

"What is YOUR Pattern?"

An outsider is in a better position to bring an inspirational fashion-setting message in this final toast. Pupils are less readily relied upon for such hoped for inspiration.

**Singing.** Guests will appreciate and enjoy actively participating in the program through singing songs fitting to the occasion. These appear printed in the program, and are introduced from time to time.

*Oh! Where, Oh! Where, Can the (High School)*

## Junior - Senior BANQUETS for 1939



### NEW and ORIGINAL Choose Your Theme

Invitations, decorations, place cards, menu, nut cups, favors, toasts and entertainment

*Complete Plans and Patterns at  
One Dollar per Theme*

Check your choice and send with your remittance:

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> Aviation     | <input type="checkbox"/> Sailing       |
| <input type="checkbox"/> Rainbow      | <input type="checkbox"/> Dude Ranch    |
| <input type="checkbox"/> Japanese     | <input type="checkbox"/> Treasure Hunt |
| <input type="checkbox"/> Snow White   | <input type="checkbox"/> Fun Fiesta    |
| <input type="checkbox"/> Trips Ashore | <input type="checkbox"/> Progress—The  |
| <input type="checkbox"/> Pirate       | World of                               |
| <input type="checkbox"/> Circus       | Tomorrow                               |

**Expression Service**  
1812 Alabama St. Lawrence, Kan.

Crowd Be? (Use name of high school  
in parenthesis)

Tune: "Where Can My Little Dog Be?"

Oh where, oh where can the (school) crowd  
be?

Oh where, oh where can they be?

We've looked all around but they cannot be  
found,

Oh where, oh where can they be?

(Leader has one group sing first part, an-  
other sings the answer.)

The (school) have joined in the Fashion  
Parade,

They're strutting around in good style.

With their (school) chic, and their (school)  
smile,

They've joined the Fashion parade.

Tune: "In Your Easter Bonnet"

In your (school) bonnet, with all the frills  
upon it,

You'll be the grandest lady (or person) in  
the Fashion Parade.

I'll be all in clover, and when they look  
you over,

I'll be the proudest fellow in the Fashion  
Parade.

On the Avenue, Fifth Avenue

The photographers will snap you

And you'll find that you're in the rotogra-  
vure,

Oh, I could write a sonnet, about your  
(school) bonnet,

And of the girl I'm taking to the Fashion  
Parade.

Tune: "There Are Smiles That Make  
Us Happy."

There are styles that make us happy,

There are styles that make us blue.

There are styles that rate the fashion pages,

They are fashioned just for me and you.


There are styles that last through all the ages,

There are styles that change with every year.

But the styles in life that we are setting

Are the styles that deserve a cheer.

In closing, the toastmistress announces

**CAPS and GOWNS**

For Graduation. Special money-saving plan. Write for full details and returnable sample. No expense or obligation. Also Choir and Choral Apparel. DeMoulin Bros. & Co., 1048 S. 4th St., Greenville, Illinois

that the very finest (name of club or high school inserted here) pattern is appropriately (the school or club song here)—a fashion for the ages. All join in singing this closing song.

## Sportsmen, Not Sports

The word sport is slang for sportsman and slang is "low, vulgar and unauthorized language." Sport is sportsman with the man omitted. The ideals of a sport are just as elevating as slang usually indicates. The use of slang generally proves the user is poverty-stricken when it comes to having ready a vocabulary of good, strong, meaningful words. The sport himself is just as poverty-stricken when it comes to having ideals that are worth-while as ideals for boys and girls.

The sportsman is real, all too often counterfeited by the sport who is a reality but not always real or necessary. Sportsmanship is the "Golden Rule" observed. Sportsmanship asks no more than it gives and a sportsman believes in fair play and he believes in playing according to the rules of the game. A sportsman never takes an advantage not granted to an opponent.

Sportsmanship applies to schools, communities, teams, individuals, and to all of us in like manner. Sportsmanship applies to winners and to losers. If sportsmanship is lost in our games and tourneys, all is lost and no one is winner. It is good sportsmanship to play hard, win by fair means and take the result like men.

The sport gambles on boys and girls; the sportsman is too big to gamble. The sport is selfish; the sportsman is one who shares. The sport sees a game only and it is a game of chance; the sportsman sees the game as played by boys and girls for the good of all.

*Sportsmanship begins where the rules end.*  
—Indiana H.S.A.A. Bulletin.

It is the hour of trial that makes men great  
—not the hour of triumph.

FOURTH SEASON  
THE  
KINGSLAND MARIONETTES  
SUMMER WORKSHOP

Lake Dunmore      Brandon, Vt.

*Practical Work in the Art  
All Vacation Activities  
of Puppetry*

For Full Particulars Address

The Kingsland Marionettes

460 West 34th Street

New York City



## New Helps

● **GARDENING AS A HOBBY**, by Allen W. Edminster, professional horticulturist, lecturer and writer.

Here is ready help for everyone with a patch of ground to cultivate. In a few short chapters the author gives the fundamentals for the development of a garden. He deals in a practical manner with such topics as: the relationship of the garden to the home; the value of color harmony in the garden; the importance of soil composition and food plants; how to build cold frames and hot beds; and how to deal with insects and plant diseases. A special feature of the book is the compact lists supplying essential information about the physical characteristics and the planting methods of annuals, perennials, roses, bulbs, and lawns.

For the flower lover without elaborate equipment and with only a few hours a week to spend in his garden, this book will show how to get pleasing results in this satisfying pastime. Published by Harper and Brothers.

● **CONGRESS AT WORK**, published by Scholastic Bookshop. Just as all eyes are now turned to Washington comes this new 32-page booklet designed for the use of high school students. Covering the most important national activity of the school year, it follows a bill through committees, debates, hearings, etc. Students are placed in the very midst of Congressional action. Dramatically written and profusely illustrated. Excellent home reading and—used in class—the splendid workbook features are sure to keep students interested in Congress during the entire session. The game of "Congressional Checkers" (included in the book) will be played in high school classrooms and in homes.

● **TESTED ONE-ACT PLAYS**, selected and edited by Oscar E. Sams, Jr., with introductory chapters by William G. B. Carron. Published by Noble and Noble. The thirteen one-act plays included in this volume represent a cross section of the fine experimental work in the creative drama field as it is being done by American schools and colleges.

One attractive feature of this book is that amateur groups may produce all of these plays free of royalty payments. Scenery requirements are not prohibitive; any of them can be acted using only screens or draperies as a background. Another desirable item is the wide and well-proportioned variety of types of plays. There are six comedies, four serious dramas, two tragedies, and one fantasy written especially for radio, in script form. Only two of the plays require special costuming.

## Comedy Cues

### RECORD BREAKER

Goofy Saunders, who can step along the cinder paths in something under the Olympic time, caught a fever. He was told he had a temperature.

"How high is it," asked Goofy.

"About a hundred and two."

"What's the world's record?" demanded Goofy.—*Our Navy*.



The teacher had written 92.7 on the black-board and, to show the effect of multiplying by ten, rubbed out the decimal point. She turned to the class and said: "Now, Alfred, where is the decimal point?"

"On the eraser," replied Alfred without hesitation.—*Miss. Educational Advance*.



### SLIGHT ERROR

Voice (over telephone): "Are you the game warden?"

Game Warden: "Yes, ma'am."

Voice: "Well, I am so thankful I have the right person at last! Would you mind suggesting some games suitable for a children's party?"

## Index to Advertisers

Best Sales Service .....	353
Best Sales Service .....	360
Craddock Uniforms .....	362
DeMoulin Bros. & Co.....	355
DeMoulin Bros. & Co.....	367
Dennis Film Bureau, Leroy .....	365
Evans & Co., George.....	363
Expression Service .....	366
Fortuny's .....	351
Galt, Mrs. Anna Manley .....	362
Gennett Records .....	358
Gray, R. W. ....	359
Junior Arts & Activities.....	2nd cover
Kingsland Marionettes, The .....	367
MacMurray College .....	4th cover
Marshall Newspictures .....	353
McGraw-Hill Book Co., Inc.....	354
National Recreation Association...	3rd cover
Polk & Co., R. L.....	356
Radio-Mat Slide Co., Inc.....	356
School Activities .....	351
School Service Co.....	3rd cover
Teachers' Supply Bureau.....	363
Wilson, Chas. H. ....	361